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ABSTRACT

This document contains a collection of 85 abstracts, of which 56 are written in English, 27 in French, and 2 in both languages. These abstracts discuss research studies, evaluation studies, needs assessments, and the advantages and disadvantages of distance education and related issues. Some of the titles are: "Activation of learning in distance education through the use of proven instructional strategies," "Distance education initiatives: building administrative systems," "Management of technology--a prototype distance learning program," "Factors influencing course development collaboration," and "Extending the pedagogical effectiveness of distance learning materials." The authors and their affiliations are provided for each abstract. (DB)

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ABSTRACTS

CONGRÈS 1990

de l'Association canadienne pour l'enseignement à distance (ACED)

Canadian Association for distance education (CADE)

1990 CONFERENCE

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LA DISTANCE APPRIVOISÉE
vers une nouvelle décennie

REACHING OUT
visions for a new decade

Cheryl Amundsen, McGill University, Som Naidu, Concordia University
"Activation of learning in distance education through the use of proven instructional strategies"

The teaching-learning process can be conceptualized as a three part process including : 1) presentation of subject content; 2) activation of learning; and, 3) evaluation of learning. For distance education, given the reality of the separation of the learner from the educational institution, the complexity of accomplishing all three parts of this process is even more challenging than for campus-based instruction. In addressing this issue, the distance education literature has most often concentrated on presentation of subject content followed by concerns for the evaluation of learning. Very little attention has been paid to the activation of student learning.

The activation of learning necessitates both: a) the identification and description of the intended learning and, b) the determination of what both the learner and instructor/materials must *do* to facilitate this learning. The general education literature offers guidelines concerning the use of proven instructional strategies which create an active role for both the learner and the instructor. Many of these strategies can be adapted for distance education.

In this presentation, we will briefly describe several instructional strategies which can be adapted for distance education. Concept mapping, one such strategy, will be demonstrated in the context of distance education. The appropriateness of various instructional strategies to particular subject contents will be discussed.

Terry Anderson, Robert Sweet, Lakehead University
"Use of electronic communications for administration and support within a distance education delivery network"

Use of a Electronic Communications for Administration and Support within a Distance Education Delivery Network.

This presentation looks at the use of computer mediated communications (CMC), audioconferencing and facsimile as administration and support tools by community based site coordinators and administrative employees of Contact North/Contact Nord. The site coordinators work in isolated communities spread across North West Ontario and meet face to face only once a year. In the meantime they work cooperatively and individually on a variety of distance education support tasks including providing front line student support, community animation in relation to distance education programming, promotion, course facilitation and feedback to delivery institutions who utilize the Contact North/Contact Nord network.

The presentation will look at the tasks for which each of these communications medias seems most appropriate and briefly highlight some of the literature on "communication channel selection". Finally the training, costs and support services developed to insure appropriate use of each of these communications technologies will be discussed.

Initial results from a study relating to the acceptance of CMC by site coordinators will be presented and particular reference will be made to the utility of asynchronous communications modes such as CMC for enhancing group support and synergy.

Debbie Ball, Confederation College of Applied Arts and Technology

"Delivering full-time postsecondary education utilizing the distance education methodology : Examining the challenge

While delivering subjects on a part-time basis utilizing a variety of Distance Education models has become not only an acceptable but a desirable way to learn in today's society, the same methodology is not common for full-time programs. This paper addresses the challenge encompassed in the successful implementation and ongoing delivery-simultaneously to four sites of a full-time Business Administration Diploma Program. The same Distance Education methodolo used for part-time programs was applied and adapted to this new endeavour. The anomalies resulting from the experience relate to all components of the model. These include the participants, instructors, package format, administration, local facilitation and the technology. During the past two years, this program has allowed the institution to examine these encountered challenges. This paper will consider the following aspects:

1. The type of Student who can succeed.
2. The successful Instructor.
3. The Student Materials - their relevancy/readiness.
4. The Technology - usage/sufficiency.
5. The Role of the Local Site Coordinator/Facilitator.
6. The Support Services required from the Main Campus/Local Campuses.
7. College Infrastructure for Distance Education Delivery: Centralization vs Decentralizatior
8. Adult Education Principles: To what extent do they apply?
9. Is this an effective way to learn?

Data has been collected through institutional documentation, personal interviews with faculty and student participants, mail-in surveys from withdrawn students, administration log-sheets, etc. In the Conclusion, this paper will review: the success of this program, the institution's decision to continue delivery of full-time postsecondary programming utilizing Distance Education, the adaptations made to the current model for new delivery starts, the implementation of another full-time pilot project on reserves (General Vocational Preparation Diploma) and the establishment of new college objectives pertaining to Distance Education.

Tony Bates, Vancouver
"Telecommunications and distance education in Europe : The challenge for Canada"

The increasing impetus towards a "United States of Europe" has resulted in several major programmes from the European Community and from European institutions. The paper describes some of these major initiatives : joint course production; university/enterprise initiatives for professional continuing education on a Europe-wide basis; language-teaching across Europe; the development of European hardware and software specifically designed for open and distance learning; the use of satellites for course delivery and institutional communication.

Underlying these developments in the building of a "federal" structure for supporting distance education in Europe, to enable the Economies of scale to be maximised and to allow the full benefits of modern communication to be maximised.

Questions the need to be asked regarding the Canadian context. What can be done in Canada? Do we share similar goals? If we do, what can be done by existing institution and structures to improve the provision of distance education across Canada?

Reine Bélanger, Télé-université
"Les services documentaires dans une institution d'enseignement à distance"

1. Les besoins documentaires: un éventail de domaines ayant pour trame de fond, l'enseignement à distance.
2. Les types de documents : du document souterrain à la publication officielle.
3. Les sources d'information : de l'artisanat à la forme informatisée.
4. La documentation de langue française : la richesse dans la dispersion.

État de la question sur les besoins d'information documentaire d'une institution d'enseignement à distance; rôle et fonction dans la dynamique institutionnelle d'un Service de documentatation;

Les fonctions documentaires, la cueillette de la documentatation de diverses formes, les sources multiples et dispersées d'information.

La documentation de langue française et les lacunes profondes quant à sa mise à jour et à sa diffusion; vers une volonté commune de la mise en oeuvre d'une source dynamique d'information de la documentation de langue française.

Raymond Blouin, Joanne Tranchemontagne, Direction de la formation à distance (M.E.Q.)

""Du français sans fautes" une formation personnalisée par ordinateur"

Un besoin social fortement exprimé depuis quelques années. Une réponse adaptée au grand public québécois. Cent mille personnes sont visées. Une formation entièrement personnalisée et totalement informatisée. A des coûts très bas pour le client et sans que le client ait besoin de disposer d'ordinateur. Dix-huit mois de labeur acharné. Une approche pédagogique fonctionnelle. Une stratégie d'évaluation formative et d'enseignement correctif. Un programme en marche depuis février 1990.

Nota: L'atelier est centré sur la présentation du produit; pour entrendre parler plus particulièrement du "set up" technologique, voir l'atelier intitulé: "Une formation par ordinateur sans ordinateur".

Raymond Blouin, Laila Valin, Direction de la formation à distance (M.E.Q.)
"Une formation par ordinateur sans ordinateur"

Le concept d'enseignement par ordinateur est associé à l'image d'un étudiant assis devant un écran, les mains sur un clavier.

Dans un article parue dans La Presse, on pouvait lire à peu près ceci: "Le collège X a mis à la disposition de ses étudiants un enseignement assisté par ordinateur pour améliorer leur performance en grammaire. Disposant de dix terminaux, le collège peut ainsi desservir soixante étudiants par année."

Comment la D.F.D. peut-elle concurremment faire l'évaluation formative informatisée dans une quarantaine de cours et desservir simultanément des dizaines de milliers de personnes dans le cours informatisé "Du français sans fautes" sans mettre à la disposition des étudiants même un seul terminal informatique.

Six années d'expérience dans l'exploitation d'une technologie où l'ordinateur est pairé à la poste et à l'imprimé.

Nota: L'atelier est centré sur la présentation du "set up" technologique; pour entendre parler plus particulièrement du produit "Du français sans fautes", voir l'atelier intitulé: "Du français sans fautes, une formation personnalisée par ordinateur".

Jacques Bordier, Gilbert Paquette, Télé-université
"Les applications de l'informatique cognitive à la formation des adultes à distance"

L'informatique cognitive et la formation à distance ont en commun un sujet passionnant: la recherche de moyens pour assurer le développement de processus cognitifs. L'informatique cognitive peut devenir un puissant instrument au service de la formation à distance sur trois plans: la modélisation des connaissances, la création de nouveaux outils logiciels pour l'apprentissage et d'interfaces intégrateurs des media.

L'informatique cognitive recherche des modes de représentation et de traitement des connaissances pouvant rendre l'ordinateur en mesure de traiter des problèmes faisant appel, chez l'humain, à l'intelligence. Cette visée d'une modélisation de l'intelligence humaine permet de mieux comprendre les processus cognitifs et renouvelle la réflexion sur les stratégies pédagogiques de transmission des connaissances.

Aussi, l'informatique cognitive a créé une nouvelle génération de langages et de logiciels qui étendent les possibilités des applications pédagogiques de l'ordinateur. Les tutoriels intelligents, contrairement aux didacticiels classiques, se construisent un modèle de l'étudiant et ils possèdent des connaissances sur le sujet à enseigner et sur la pédagogie. Les logiciels-outils intelligents étendent les capacité des progiciels classiques en permettant le traitement de connaissances de plus haut niveau et en aidant ainsi l'étudiant à développer ses processus de pensée.

Enfin, les travaux en intelligence artificielle ont permis le développement d'interfaces, beaucoup plus proches des processus cognitifs naturels, pour la communication entre l'humain et la machine. Ces progrès sur les interfaces usagers ont rendu possible le développement de systèmes multimedia interactifs permettant un cheminement non linéaire à travers les connaissances d'un domaine qu'elles soient représentées dans l'ordinateur ou dans des périphériques audio-visuels.

Bob Brack, Bob Cram, University of Saskatchewan
"Distance education initiatives : Building administrative systems"

The University of Saskatchewan has delivered liberal arts credit courses for three years using interactive television, print, and on-site tutoring. Currently these courses are delivered province-wide to 35 sites with over 700 registrations, with plans for additional courses and expansion to over 50 sites.

This paper will focus on the administrative and political dimensions of creating and managing this system within a provincial context. How does a traditional university break down the administrative barriers to distance education? How do you develop a province-wide system of cooperation with other post-secondary partners? What does such a system cost and how does this compare with traditional, on-site courses? How does the political environment affect such development? What are the complexities of managing such a system?

A brief history of the program's evolution will illustrate: how significant provincial and federal support was attracted; some strategies for winning over senior administration and faculty; the need for a cooperative provincial network; the budgetary implications; the importance of attending to quality issues (design, evaluation, library, etc.); the complexities of managing a large, province-wide system.

The presenters will review the current situation in Saskatchewan and emphasize the continuing need for identifying problem areas and addressing them. Based on this experience, some general principles will be identified to assist others in developing administrative strategies for similar systems.

Cheryl Brown, Cabot Institute of Applied Arts and Technology
"Medical laboratory distance education : Bringing continuing education to rural hospitals through distance education"

The Cabot Institute's distance education program for medical laboratory technicians represents an innovative approach to filling the continuing education needs of students at a distance. By utilizing a variety of instructional resources and methodologies, a program was tailored to meet the specific needs of medical laboratory assistants and technicians practicing in rural hospitals.

The Canadian Society of Medical Laboratory Technologists(CSLT) is introducing more stringent educational requirements for achieving (Subject) Registered Technologist(R.T.) certification. This created a demand for distance continuing education courses in Hematology and Clinical Chemistry accessible to medical laboratory personnel throughout Newfoundland and Labrador. The Faculty of Medical Science, in cooperation with the Division of Continuing Education, designed a multifacetted program tailored specifically to their needs. Both courses incorporate correspondence courses from Southern Alberta Institute of Technology, plus monthly teleconference tutorials led by Cabot instructors. As all Newfoundland hospitals have teleconference sites, access is extremely convenient. Each course has a text and manual, but tutorial instructors also provide additional reference material based on student requests. "Additional reference material" includes not only print hand-outs, but laboratory sample slides, provided courtesy of a large St. John's hospital. The slides illustrate specimens which rural technicians may never have encountered in their own laboratories.

In addition to theoretical training, Cabot is cooperating with the CSLT to coordinate clinical training and assessment, utilizing both local laboratory supervisors and Cabot instructors. Cabot will also assist in arranging extended clinical placementsin approved hospitals for students requiring more comprehensive clinical experience. Cabot is also negotiating with the CSLT to develop a General Knowledge course, another prerequisite to write the national R.T. exam.

By providing a multi-faceted distance education program, Cabot Institut is helping students meet new medical laboratory professional standards.

Mark Bullen, University of British Columbia
"Quantitative course evaluation : Benefits and limitations"

In 1987 UBC Access - Guided Independent Study implemented a systematic, quantitative course evaluation process in order to measure student perceptions of individual courses and of distance education in general. Until then course evaluation had not been conducted systematically and it was felt that the informal feedback that tutors were receiving from students was not providing enough information upon which to base decisions about course revisions, methods of delivery, tutor effectiveness and student services. But 3 years later with an abundant supply of data, the question that is being asked is: Has this process really told us anything we did not already know?

In this presentation the course evaluation process used by UBC Access - Guided Independent Study is discussed along with some of the more interesting findings to emerge from the data. It is argued that a quantitative evaluation process such as this is essential to any distance education organization because it can provide valuable information about student perceptions of various aspects of the courses they are taking. However, it is also suggested that there are severe limitations on the value of data provided by an evaluation process that is strictly quantitative in nature. The limitations and benefits of a quantitative course evaluation process are discussed and suggestions for improving course evaluation by adding a qualitative component are proposed.

Susan E. Cleyle, University of Regina
"Finishing the circle : The challenge of academic library support in a distance education environment"

As the post-secondary education community rises to meet the demand of a growing distance education population, support services has become an issue of increasing concern. Credit classes afford distance education students the same opportunities as their on-campus counterparts; however, without a research library at their disposal, off-campus students are faced with a new challenge: receiving academic library support.

The University of Regina offers extensive distance education credit courses . In addition to a decentralized Social Work program, several off-campus upper level classes are offered, thereby requiring considerable research materials. In the fall of 1988, the University Library introduced the U.READ service (University of Regina Education At a Distance). Receiving requests via a fax as well as a toll-free number, this service supplies academic library support to a distance education population of approximately 2600. Compact disc services (both in abstract and full-text form), an automated catalogue (with remote access), as well as computer software for the compilation of bibliographies, assist the two full-time and two part-time staff in answering title and subject inquiries. In the second year of operation, U.READ has seen requests increase 65% over 1988. With the addition of a satellite program to the University's distance education department, the projection is that this growth will continue. The next decade will find U.READ turning its attentions to off-campus bibliographic instruction to provide these students with the basic research skills needed to complete the circle of learning surrounding off-campus education.

Faith B. Collins, University of Victoria
"Geographic boundaries and their elasticity"

Idealism and a desire to meet extraordinary needs using distance education imposed demands that were not sustainable.

The University of Victoria responded to the requirement for Registered Nurses to obtain a Baccalaureate in Nursing by the year 2000 by using distance education. This program, unique and forging new frontiers utilizing a multimedia approach, grew at an unimaginable rate. Seven years after the first course was delivered the entire degree was AVAILABLE to Registered Nurses without prejudice of provincial residence.

Limited resources were stretched and strained severely. Concern for quality control and equitable access to instructional resources for students outside of British Columbia led to the decision to restrict the enrollment by geographic boundaries. The demand remains, resources are diminishing and boundaries are enforced.

Technological advancements and the use of satellite telecommunication are enabling universities to respond to needs once thought impossible. The capability of the technology exceeds the human and fiscal resources to remove provincial boundaries to meet the needs of Registered Nurses outside British Columbia. This presentation will address the successful program which exceeded all expectations within and beyond provincial boundaries.

Wendy Cukier, Ryerson Polytechnical Institute
"The evolving canadian telecommunications environment : Impacts on real time teleconferencing"

Technological, economic and regulatory changes will transform telecommunications in Canada over the next decade. This presentation will address tends and anticipated developments and their potential impact on audio, audiographic, two way motion video and one way motion video teleconferencing.

Long distance competition will create more transmission options for voice, data and video. It will also exert downward pressure on prices and create a wider range of pricing options.

Currently most data is transmitted at 9600 bits per second and many locations are served by poorer quality lines which support even lower speeds. Higher speed (56000 bit per second) lines now link major centres for prices comparable to regular phone lines. Integrated Services Digital Network (ISDN) will support voice and high speed data over the same line. Costs for higher speed services such as T-1 (1544000 bits per second) used for full motion video are declining.

At the same time the capability of hardware and software is increasing. New products with easy user interfaces and screen sharing software are here. High resolution monitors, graphics and video capability are becoming standards in work stations. Codecs, which reduce transmission requirements, can now provide acceptable quality motion video at 112000 bits per second.

Standards bodies such as the CCITT are currently developing standards which will address some of the compatibility problems affecting graphics and video transmission.

The boundaries between telephone companies and cable companies and cellular companies will blur. The discrepancy between telecommunication service "haves" and "have nots" will increase. The environment will become more complex and the rate of change will not decrease.

Kim Chi Dao, Télé-université

"Vers "un réseau international de services" : une approche multi-culturelle de formation à distance"

Dans les pays en développement notamment, l'implantation des systèmes de formation à distance, qui est devenue presqu'une nécessité à cause des besoins toujours grandissants en matière d'éducation, est souvent confrontée à de sérieux problèmes et manques autant sur le plan des expertises que des ressources financières et des infrastructures technologiques; ce qui amène ces pays à faire appel à la coopération ou l'aide venant des pays du Nord. Mais les projets dits « traditionnels » de coopération et de formation à distance risquent à leur tour d'engendrer d'autres contraintes politiques, économiques ainsi que de considérables problèmes pédagogiques ou culturelles découlant des contenus et des modèles « étrangers » aux vrais besoins et caractéristiques du milieu. Devant cette double problématique, le concept de « réseau international de services » nous semble être une perspective de réponse globale et intégrée. En misant sur le multilatéralisme et l'interculturalisme, sur les principes d'égalité et d'autonomie des partenaires, cette forme particulière de réseau favoriserait la mise en commun et l'échange d'un certains nombres de services et permettrait ainsi de soutenir efficacement le développement de la formation à distance et en même temps, de promouvoir la coopération internationale.

André-Jacques Deschênes, Télé-université
"Formation à distance et psychologie cognitive"

De façon générale, la théorie et la pratique de la formation à distance ont utilisé un modèle béhavioriste pour décrire leur démarche pédagogique et réaliser leurs activités. Depuis quelques années cependant, plusieurs chercheurs et praticiens de l'enseignement à distance se tournent vers une conception cognitive de l'apprentissage. La psychologie cognitive s'intéresse à toutes les questions relatives à l'acquisition des connaissances. Elle a étudié, par exemple, le rôle des connaissances initiales des apprenants dans la compréhension des textes et peut proposer des moyens pour en tenir compte dans l'apprentissage. Aussi, la psychologie cognitive décrit de mieux en mieux les différentes stratégies à mettre en oeuvre pour acquérir des connaissances. De plus, les travaux en métacognition démontrent que les concepteurs de cours en enseignement à distance auraient tout avantage à laisser une plus grande place à l'apprenant dans la gestion de son apprentissage. Les recherches en cognition (mémoire, compréhension, production et traitement de texte) et en métacognition fournissent donc de plus en plus de connaissances permettant d'aménager différemment les activités et les objectifs d'apprentissage en enseignement à distance. Nous présenterons les concepts sous-jacents à la psychologie cognitive et fournirons des exemples concrets de leur utilisation en enseignement à distance.

André-Jacques Deschênes, Louise Bourdages, Bernard Michaud, Céline Lebel, Télé-université

"Les activités d'apprentissage dans des cours conçus pour l'enseignement à distance"

Nous travaillons depuis quelques années à l'analyse des activités d'apprentissage proposées par les concepteurs dans des cours universitaires conçus pour l'enseignement à distance. Le but de ces travaux est d'étudier le rôle des activités d'apprentissage dans l'acquisition des connaissances à l'aide de documents écrits conçus pour l'enseignement à distance. Nous avons donc mis au point une grille d'analyse des caractéristiques des énoncés servant d'amorce aux exercices proposés et une typologie permettant de catégoriser les objectifs d'apprentissage poursuivis par ces activités. Les cours analysés répondent aux critères suivants :1) ils ont été édités récemment, 2) ils visent des objectifs d'acquisition de connaissances, 3) ils proposent plusieurs activités d'apprentissage, et 4) ils utilisent des documents écrits comme véhicule privilégié de transmission de connaissances. Nous avons complété l'analyse et nous les présenterons en décrivant 1) les caractéristiques générales des cours et des activités analysés, 2) la nature de leurs objectifs (cognitif, métacognitif, affectif, motivationnel et psychomoteur), 3) les caractéristiques de la demande (nature, forme et localisation de la demande) 4) les caractéristiques de la réponse attendue et, 5) les informations fournies explicitement par le concepteur dans l'énoncé de sa demande: les objectifs, la forme et les consignes supplémentaires.

Robert W. DeSio, National Technological University
"Management of technology... a prototype distance learning program"

The National Technological University (NTU), a consortium of 29 universities delivers graduate programs in 7 different disciplines via satellite to 250 industrial and government sites in the United States. Today these educational programs are delivered over 4 channels and many of them are live and interactive with voice feedback. In addition to the graduate programs which number 125 during the present semester, there a 10 hours of live and interactive courses and research seminars delivere daily emanating from universities, government and industrial locations. In August 1989 NTU launched a new graduate program leading to a MS in Management of Technology. This novel innovative program for high potential professionals in industry and government combines distance learning via satellite with 1 week residencies on different campuses. Th degree requirements are completed in 2 years and all the students begin and end the program as cohorts. During each of the 6 semesters they are taking 2 courses at their work locations delivered via satellite. Electronic mail, computerized conferencing and the 7 one week residenci during the 2 years facilitates the interactions and cross pollination o students and faculties. This innovative program using distance learning technologies is one of the first in this new discipline.

Marie-Paule Dessaint, Direction de la formation à distance (M.E.Q.) "Les personnes âgées de 55 ans et plus : leurs motivations à s'inscrire à des cours à distance. (Recherche menée en collaboration avec Daniel Boisvert, professeur à l'Université du Québec à Trois-Rivières)"

Un questionnaire a été envoyé à 300 des 4 920 personnes âgées de 55 ans et plus qui ont suivi des cours à la Direction de la formation à distance (D.F.D.) du ministère de l'Education, durant l'année 1988.

Ces personnes devaient donner toutes les motivations qui les ont incitées à suivre des cours à distance, puis classer ces motivations par odre d'importance.

Un total de 549 énoncés de motivation ont été recueillis à partir des 131 questionnaires reçus (% de retour: 43,7).

Les auteurs de la recherche, ainsi qu'une autre andragogue ont classé les énoncés selon l'échelle de Boshier et Riddell pour personnes âgées (1978) et l'échelle de Boshier pour adultes (1977). (Ces échelles ont d'abord été traduites de l'anglais au français.)

De nouvelles catégories ont été créées pour classer tous les énoncés. Ces catégories tiennent compte du mode de formation (à distance) et de la clientèle particulière de la D.F.D.

Les données concernant les variables descriptions (âge, sexe, études antérieures, profession ou métier, nombre de cours suivis, etc.) ont été obtenues à partir de l'ordinateur central du ministère de l'Education à Québec. (Le dossier de chaque répondant(e) a été imprimé à Montréal, à partir de son numéro de matricule.)

Une base de données a été montée par les auteurs de la recherche avec le logiciel STAT-VIEW. Ils ont été aidés dans ce travail par un informaticien et un statisticien.

Ma communication présente les résultats de cette recherche.

Mohamed Diop, Télé-université
"Formation à distance, Tiers-monde et enjeux culturels"

Sous ce titre, seront étudiées les relations que peuvent entretenir, au sein d'un système de formation à distance, les nouvelles démarches d'enseignement et d'apprentissage proposées d'une part, et les attitudes culturelles traditionnelles des appre- nants du Tiers-monde d'autre part. Les champs d'observation privilégiés pour faire cette étude seront ceux qu'offre le continent africain ; mais les extrapolations qui ne manqueront pas d'être faites seront dans la majeure partie des cas valables, pour l'application des situations décrites aux autres régions du Tiers-monde.

Plusieurs interrogations viennent à l'esprit en effet, qui découlent de situations créées par la nouvelle relations établie au sein de la trilogie enseignant-enseignement-enseigné, en formaion à distance.

L'enseignant : La valeur de son enseignement découle de sa propre exemplarité en tant qu'élément essentiel du jeu social ; d'où les frustrations ressenties à travers son double isolement physique et psychologique.

L'enseignement : Déshumanisée et mécanisée, la connaissance transmise dans des contextes de séparation du maître et de l'élève soulève toutes les questions d'adaptation de la nouvelle pédagogie aux sensibilités du Tiers-monde.

L'enseigné : Il subit avec violence la rupture introduite par la nouvelle formule, par rapport à la pédagogie traditionnelle, où non seulement le maître, mais aussi "la classe" étaient des supports appréciables, des stimulations à l'apprentissage.

Les technologies de communication : Elles font irruption dans des environnements qui ne le maîtrisent que très peu ou pas du tout. Souvent elles induisent des attitudes extrêmes qu'il convient de bien cerner.

Louise Doré, Pierre Baron, Ecole de psychologie, Université d'Ottawa

"La formation à distance : une étude de cas (extension au Nord-Est de l'Ontario du programme de doctorat en psychologie clinique de l'Université d'Ottawa)"

L'Ecole de psychologie de l'Université d'Ottawa a ouvert, en septembre 1988, une extension au Nord-Est ontarien de son programme de doctorat (Ph.D.) en psychologie clinique. Deux étudiants-es y sont présentement inscrits. La clientèle visée est celle des professionnels francophones détenteurs d'un diplôme de maîtrise oeuvrant dans le Nord-Est ontarien et désireux de poursuivre des études doctorales à temps partiel. Le programme comprend des cours, des stages en milieu clinique, un examen de synthèse et une thèse. A l'exception d'une exigence de résidence de deux trimestres sur le campus de l'Université d'Ottawa, qui sert surtout à prendre des cours, le programme en est un de formation à distance. Outre la description détaillée du programme et de ses objectifs, il sera question des solutions apportées aux problèmes de recrutement des étudiants, de recrutement de directeurs de thèse et de stages, d'identification et de mobilisation de centres de stages et de support académique, de communication interactive avec les étudiants-es, etc.. En raison de la diversité des exigences du programme, nous avons dû faire appel à une grande variété de moyens de formation à distance, tant pour l'identification de personnes ressources, et leur insertion dans le projet, que pour l'encadrement direct des étudiants-es inscrits au programme: le téléphone (1-800), la téléconférence, la téléinformatique, le courrier électronique, les enregistrements vidéo, et les déplacements physiques. Présentement, le programme est animé conjointement par l'Université d'Ottawa (par le biais de l'Ecole de Psychologie et du Service de l'Education Permanente) et par l'Université Laurentienne.

Gilles Dussault, Louise Patoine, Télé-université

"La formation à distance comme solution aux problèmes de gestion de la santé en Afrique"

Le Centre africain d'études supérieures en gestion (CESAG) a été crée par les Chefs d'Etats membres de la Communauté économique d'Afrique de l'Ouest (CEAO) afin de combler un besoin important exprimé par ces pays : la formation de dirigeants techniquement compétents et capables de relever les défis actuels.

Un de ces défis a trait à la gestion des services de santé. Un programme de formation dans ce domaine est donc actuellement en voie d'élaboration au CESAG avec la collaboration du département d'administration de la santé de l'Université de Montréal.

Le développement de ce programme pose deux problèmes de taille : le nombre restreint de ressources humaines en place à l'Université de Montréal et au CESAG et l'ampleur et la dispersion des clientèles à former. Ces problèmes ont incité les deux établissements à chercher des voies nouvelles de collaboration et à s'intéresser à la formation à distance comme solution possible à ces problèmes. C'est pour élaborer des modèles adaptés et pour supporter les établissements dans leur application que la Télé-université a été invitée à travailler sur ce projet.

Cette communication vise à présenter le modèle de communication et de formation proposé et les étapes de réalisation, ainsi que les moyens envisagés pour assurer un transfert technologique et de connaissances réussi. Nous décrirons également les moyens proposés pour favoriser une concertation continue entre les équipes rattachées au projet.

Ruth Epstein, University of Saskatchewan
"Tying the knot : Connecting awareness, knowledge and skill"

Abstract:

When adult learners embark on their studies, they come to the task with a wealth of existing attitudes, beliefs, knowledge and skill based on their life experiences. This paper explains and explores a distance education design model for integrating adult learners' existing awareness , knowledge and skills to new awareness,knowledge and skills. The model takes students through a learning process which first raises their awareness of what they already believe, then presents them with new ideas, and finally asks them to assess the validity and practicability of those new ideas in the light of what they already believe. The example of a credit course in Methods of Teaching English as a Second Language is used to illustrate the model. Application of how this course helps students bridge the gap between theory and practice is also discussed. It is hoped that participants will also share their views on how to tie the knot. This paper will be of interest to course designers and teacher educators.

The Presenter

Ruth Epstein is an instructional designer with the Division of Extension &Community Relations, U of Sask. She is involved in designing both credit and non-credit courses in a variety of subject areas. She holds a Master of Arts in Teaching English as a Second Language from The School for International Training, Brattleboro, VT and a post-graduate diploma in Educational Communications from the U of S in Saskatoon.

Maureen R. Garland, University of British Columbia
"Ethnography reveals that the academic nmy be an underrated distance education asset"

Post-secondary academic courses for distance delivery usually require an eclectic curriculum orientation that blends academic rationalism and self-actualization within a technological delivery approach. Academic rationalism is appropriate because there is a specific body of academic subject matter to be learned, and self-actualization or humanism because the mature student requires a learner-centred approach. There have been, however, suggestions that the mainstream university academic is unaware of, or insensitive to, the distance learner's needs. Since ethnography reveals the understandings that people have, it is a useful methodology to employ in clarifying the perspectives and understandings of academics when they author a distance education course. Interviews were conducted and analyzed using the assumptions and operational methodologies of ethnoscience, which allow one to discern how people construe their world of experience by how they talk about it. An inductive approach was used. The research revealed that the academic authors were fully aware that the separation of the student had an number of instructional implications. Moreover, they believed that the distance student had a number of handicaps and they were very empathetic. The authors completely redesigned their courses to meet the students' needs, incorporating a number of different instructional approaches and bringing to bear all their experience as teachers. It would appear that to overlook the unique contribution of academic content specialists who are dedicated teachers, who know intimately the learning transactions required, is to undervalue their role in successful course design and development.

240 words

Sub-Theme: Expand Pedagogical Boundaries

Ovila Gaudreault, Direction de la formation à distance (M.E.Q.)

"Les sources de dynamisme d'un organisme public de formation à distance : la D.F.D."

Un gestionnaire s'interroge sur les facteurs pouvant expliquer le dynamisme de la Direction de la formation à distance, dont la clientèle est passée de moins de 6 000 inscriptions-cours en 1980-1981, avec 96 cours offerts au secondaire, à 51 400 inscriptions-cours neuf ans plus tard en 1988-1989, avec plus de 200 cours (dont une soixantaine du collégial) d'une qualité nettement supérieure dans le traitement pédagogique des contenus, la présentation matérielle et la prestation des services. Comment expliquer un tel succès croissant et soutenu, attesté par plusieurs mesures objectives, ainsi que l'enthousiasme et la véritable *"hantise de la clientèle"* que l'on peut constater dans l'ensemble de l'organisation?

Les principales réponses se trouvent en partie dans *la culture et les traditions antérieures de l'organisation elle-même et de l'éducation des adultes*, en partie dans le fait que cette unité ministérielle *est branchée en service direct sur une clientèle grand public*, et en partie dans *la façon dont l'organisation est gérée*. Le management de la D.F.D. est caractérisé par *une vision anticipatrice intuitive des besoins de formation* dans un contexte sociétal évolutif, par *un fonctionnement interactif ouvert avec de nombreux partenaires*, par un *leadership de responsabilisation* à l'égard de la qualité et de la quantité des produits et des prestations aux clients et de la qualité de vie au travail, par *le soutien et le guidage des apprentissages organisationnels*, et par une *exploitation imaginative et productive des diverses technologies pédagogiques et administratives pertinentes* en formation à distance.

Helen Geissinger, Wayne Ladouceur, Lakehead University
"Factors influencing course development collaboration"

Collaboration in course development by faculty in various departments or on separate campuses can lead to the production of interesting, creative materials for distance education. Often, when the idea of course development collaboration is explored, the roles and responsibilities of the participants can be settled by mutual agreement. Often, too, a model for instructional design can be established. Many people think the work of setting up the course development is finished when these items have been settled. Yet, in many cases, key factors which have important effects on the success of the project have been ignored.

This paper is an analysis of the dynamics of the collaborative process, based on the experiences of two instructional designers with in-house and between-institutions collaborations, for on-campus and distance education projects. They divide the operative dynamics of these collaborations into three principal areas: "Real Time", "Political", and "Ego". The first area covers factors such as time allocation, estimation of work involved and budget. The second area deals with institutional control, while the third covers interpersonal relationships, academic freedom, and concern for students. The issues of copyright and communication difficulties are common to all three.

A careful examination of these factors can help collaborators predict the likelihood of their project's success and/or diagnose problems which have occurred. This examination is an important exercise for all participants in the collaboration, from the principals who represent the institutions to the individuals on the course teams.

Chère Gibson, Arlys Graf, University of Wisconsin-Madison
"Impact of adult's preferred learning styles and perception of barriers on completion of external degree programs"

Attrition in external degree programs remains one of the most critical problems facing those who seek to provide access to higher education to those who are unable to pursue traditional degree programs. Utilizing the Boshier congruence model of educational participation and dropout as a theoretical framework, this study focused on the self/student and self/lecturer congruence in terms of learning style preferences, especially conditions and modes of learning. In addition, sub-environmental variables of situational and institutional barriers, and selected mediating social and psychological variables were explored. Specifically, the research addressed the question: Are there particular learning style, psychological, and subenvironmental variables which are predictors of success in external degree programs? The data were collected from a stratified random sample of 210 students previously associated with four external degree programs. The Canfield Learning Style Inventory, a 'barriers' instrument developed for the study and a short survey instrument were used to collect the data. A response rate of 78.1% was achieved. Multivariate analyses identified significant differences in both learning styles and perceived barriers of completers and noncompleters. No relationship was determined between student's learning styles and perception of barriers to completion of an external baccalaureate degree program. A discriminant analysis conducted to determine the best linear combination for distinquishing amomg completeres and noncompleters generated a model which correctly classified 79.5% of the completers and 58.6% noncompleters. Additional multivariate studies focusing on motivation, expectancy and locus of control seem indicated.

Patrick Guillemet, Télé-université
"Des objectifs à élucider"

Comme le suggère l'exemple du Québec, l'intérêt manifesté par les gouvernements envers la formation à distance trouve sa source dans leur recherche de modes de formation plus économiques, et peut être largement expliqué à partir de ce que Rosanvallon a appelé la crise de l'État-providence.

Proposant de repousser les frontières géographiques, sociales et culturelles, tout en offrant une qualité de formation accrue, à des coûts plus avantageux, la formation à distance apparaît en effet à l'État particulièrement prometteuse puisqu'elle lui offre de faire plus avec moins, combinant la compression de ses dépenses à une réponse plus efficace aux besoins sociaux, sans jamais renoncer à son objectif d'accessibilité aux études.

Ce discours utopique est cependant largement mystifiant, car les promesses de la formation à distance ne peuvent être simultanément tenues que dans des circonstances assez exceptionnelles. La règle générale est plutôt celle de l'opposition entre la diminution des coûts et l'atteinte des diverses formes d'accessibilité que la formation à distance autorise : **accessibilité-quantité**, relative au nombre de cours et programmes offerts, ou d'étudiants rejoints, **accessibilité-qualité** résultant de l'optimisation de la mise en forme pédagogique, **accessibilité-équité**, relative à l'augmentation des chances d'accès à la formation, et **accessibilité-réussite** ayant trait aux possibilités d'emploi ou de promotion résultant réellement de la formation.

Des stratégies appropriées permettent de diminuer ces tensions, mais non de les éliminer. À cet égard, l'illusion entretenue par le discours de la formation à distance, si elle est sans doute imputable au caractère mystifiant de celui de la technologie, tend à masquer l'inévitabilité de choix sociaux entre des possibilités contradictoires, en fonction d'intérêts divergents.

Les frontières sont donc loin d'être aussi faciles à repousser qu'il y paraît au premier abord, et peut-être faut-il maintenant savoir lesquelles il importe de respecter. La formation à distance se voit ainsi, croyons nous, tenue à préciser ses ambitions, notamment quant à ses rapports avec l'enseignement traditionnel, et par là-même sa pertinence sociale.

Sally Haag, Jennifer O'Rourke, University of Waterloo

"People are more important than packaging : Fostering successful distance teaching in a traditional university"

Format of session: Workshop presentation.

Goal of the session: -raise issues and questions about the appropriate use of resources to support distance education;
-develop strategies to identify administrative and academic strategies supporting successful distance education that have evolved within an institution and to determine how they can be applied on a broader basis.

In the era of increasing technological sophistication in distance education, more collaboration and course team work and increasing costs, it is worthwhile to consider what really is "appropriate technology" in distance education. How much time, money and other resources should be invested in course development, and what happens when distance teaching is given as much attention as course preparation?

The example of the University of Waterloo raises some of these questions and provides some potential answers. The University of Waterloo Correspondence Program is the largest in Canada, and has now been operating for over 20 years. Over the past few years, course development at Waterloo has evolved from a single author preparing a distance version of an on-campus course, to a system which provides some support for course authors to explore new approaches to distance learning. At the same time, there has been an increased emphasis on the importance of distance teaching, on the role of the instructor after the course package has been delivered. One department in particular at Waterloo, Classical Studies, has demonstrated that good collegial and administrative support for faculty and for students involved in distance education will promote the growth of a healthy, flourishing program with very dedicated students and faculty. The department teaches approximately 450 students at a distance each year, including 65 majors and 6 honours students.

The presenters Professor Sally Haag, of the Classical Studies department and the Teaching Resources Office, and Jennifer O'Rourke, of the Correspondence Office, will:

-present a case study about the Classical Studies department's involvement in distance education, describing approaches and strategies that have evolved over 20 years;
-invite participants to identify the ingredients for success in this department's program and consider whether these are transferable (a) to the program as a whole within a very large institution, and (b) to other institutions;
-invite participants to develop a 5-year plan for distance education for the department and for the institution which capitalizes on the strengths of the program.

Richard Hall, The Alberta Correspondence School
"Print-based instruction/computer-based evaluation/people-based Mentoring"

Many small schools in Alberta have difficulty offering all of the existing secondary school courses to their students. Within the discipline of mathematics, there are nine courses that can be offered during grades ten through twelve. Using Computer Managed Learning (CML) to administer and evaluate the students' progress, a single teacher can act as a facilitator/mentor at rural sites. This provides the students the options they deserve.

Enhanced by comprehensive, self-paced study materials, students progress at their own rates. Some students are able to complete a course in less than a semester and pursue other studies. Most finish within the normal time frame, and some take more time to complete a unit rather than failing it and having to start again at the beginning of the course.

What started as a cooperative venture involving 12 school jurisdictions and 16 schools has now expanded to include more than 40 jurisdictions and 70 sites throughout Alberta. Many sites use their own microVAX computer to manage the learning. Others share a system via modems.

Margaret Haughey, University of Alberta
"Confronting the pedagogical issues"

This paper will present an in depth look at how CML and our new instructional materials are being used to provide many rural and urban students a greater flexibility in their education.Confronting the Pedagogical Issues

For all those involved in the development of distance education materials, there are a number of issues that are recurrent and have to be addressed. Often, however, the shape of the distance education system itself determines the answers to these issues. This came up most clearly at the Oslo conference (1988) where Kliebard's metaphors for curriculum design were very evident; the metaphor of growth, the metaphor of production, and the metaphor of travel represented three very different ways of reflecting answers to the pedagogical issues.

The most constant question is about the learner-focus of distance education. If distance education is to be learner focused, how do we prevent the curriculum content being the delivery vehicle? How do we meet the needs of individual learners if we use a single instructional design or a single resource system? What are the crucial differences between learning by one's self and learning at a distance? What can research about learners tell us? Is learner autonomy possible? What is conversation? How crucial is dialogue in learning? What are the meanings of time, distance, and openness in relation to design.

This presentation will try to bring together research and writings which focus on these issues, not necessarily to resolve them but to make their questions clearer, and provide a basis for discussion among the participants.

Pauline Hamamoto, Karen King, B.P.E., Yukon College
"Distance education : A practical approach for Yukon college/the design and application of a distance education system using teleconferencing with adult learners north of the 60th parallel"

We respectfully submit this abstract on the strengths of two models that have emerged as a result of Yukon College's approach to distance education:

1. a distance education implementation model; and
2. a curriculum development model.

Created in March 1983, Yukon College is one of Canada's most northerly and youngest post-secondary institutions. As the sole post-secondary institution in the Yukon, the College was charged with the delivery of post-secondary vocational, technical, and academic programming to the territory's adult population. This meant that Yukon College was challenged to find methods for delivery of traditional and non-traditional programming to 20,000+ adults (over 14,000 of whom live in Whitehorse) scattered over 482,415 square kilometres through a network of 14 campuses.

Research on various distance education methods was studied and demographic information gathered from 1986 to 1989. The study determined that audio-teleconferencing was the most attractive and practical technology available and a pilot project that would enable Yukon College to experience this method of delivery and ensure its suitability was proposed.

The completed pilot project has confirmed the suitability of audio-teleconferencing and produced a curriculum model for course development. The care with which the College has taken a practical approach to introducing and implementing the technologies of distance education, the model designed for curriculum development and the positive feedback we have received with this approach deserves to be made an example of how distance education can successfully expand the geographical boundaries of education.

George Knox, North Island College
"Distance-education biology : Evolving into the nineties"

For almost ten years, North Island College has delivered a first-year, university-transfer, biology course to a population of students spread over an 80,000 square-kilometre area of British Columbia. The course has been available to anyone, at any time, at any place in the College region and has been offered on an individualized, tutorial basis, with students in some locations having a choice of attending weekly, paced-group sessions.

In this paper, the data from the study of completion rates in the biolo course over a seven-year period are used in a discussion of the factors, e.g., pacing and the age of the student, influencing student success. The results of the study are used to propose a course delivery system fo the nineties. The change in the content and organization of the course throughout the eighties is reviewed and the further evolution of the course's design is discussed.

Lorne E. Koroluk, University of British Columbia
"Extending the pedagogical effectiveness of distance learning materials"

The purpose of this paper is to identify, elaborate upon, and provide examples of a number of aspects of instructional material design that, while often overlooked, are potent aids to the learning process. I contend that instructional materials designed for distance learners often do not incorporate pedagogical features that are normally provided by an instructor in a face-to-face situation. Mediated materials, such as slide-tape sets, video programs, audio tapes and so on, in addition to the careful development of the content, can incorporate features that provide motivation to the distance learner, and will help the student remember, review, synthesize, apply and evaluate new learning. With attention to these factors in the design of distance learning materials, they will be more effective pedagogically, and students will experience a better learning situation.

Denis Lachance, Télé-université

"Du recrutement au marketing universitaire : changer le modèle de relation avec la clientèle étudiante"

La Télé-université a dû constamment innover pour se tailler une place dans le réseau universitaire québécois. Innover non seulement dans les modèles pédagogiques et les supports techniques du télé-enseignement, mais aussi dans le recrutement de sa clientèle étudiante et dans ses rapports avec elle.

La Télé-université a rarement eu un problème de surabondance de clientèle; elle a dû, à plusieurs reprises, composer avec des variations importantes de cette clientèle d'une année à l'autre, d'une session à l'autre. Les croyances et les attentes concernant l'efficacité des campagnes publicitaires et promotionnelles ont souvent engendré de profondes déceptions. Depuis quelques années, la Télé-université modifie peu à peu son approche du recrutement des clientèles pour tenir compte des plus récentes orientations, théoriques et pratiques dans le domaine de la gestion marketing des services publics. Ces orientations visent essentiellement à fidéliser la clientèle en s'assurant d'une meilleure adéquation entre les besoins de formation du client et les produits éducatifs de l'établissement, pour s'assurer que les deux partenaires retirent pleine satisfaction de cet échange.

Jacques Lalonde, Ministère des Communications du Canada
"La distance apprivoisée pour la formation dans les pays de la francophonie et le CIFFAD"

Le CIFFAD se veut, pour les pays qui ont en commun l'usage du français, un nouvel instrument de développement et de coopération, de partage et de mise en commun des ressources de formation, et cela grâce aux diverses approches et technologies qui permettent la communication à distance.

Le CIFFAD entend devenir une réalité vraiment accessible au sein des pays francophones. Il se donne comme objectif de répondre aux besoins diversifiés des pays qui comptent sur la mise en commun des ressources de formation.

Le CIFFAD entend se préoccuper d'abord et avant tout des attentes et des besoins de ses "apprenants". Les acteurs du CIFFAD comptent mettre l'accent autant sur les aspects andragogiques, sociologiques, culturels, économiques et même psycho-affectifs que sur les moyens technologiques et didactiques qui entourent les différents projets.

Humaniser la formation à distance sera une prérogative du CIFFAD. Cela signifie aussi que le CIFFAD s'ouvre à la diversité des cultures et des traditions et les repecte.

Tels sont les paramètres de réponse aux questions auxquelles notre exposé cherchera à répondre: Qu'est-ce que le CIFFAD? Pourquoi existe-t-il? Comment est-il constitué? Quels sont ses objectifs? A quels besoins veut-il répondre? Quels services est-il appelé à fournir?

Kari Lampikoski, The Institute of Marketing and the Ontario Institute for Studies in Education

"The development of the competitive distance education in business training market"

Training for people working in business life, whether they are receiving further training, supplementary training or retraining, has by tradition focussed mainly on classroom and training on the job. These days, in order to train their personnal, companies are turning in quite dramatic numbers to the media that have emerged from technological developments.

Companies have been using distance learning as a form of training for a long time, even if, so far, it is the individual members of the staff rather than the companies themselves who have taken the initiative.

Educational institutions using distance education as the main method have in recent years extended their range of media quite considerably to take account the new teaching technology, a trend that has, without doubt, strengthened the position of these institutions in their training of people working in the business world.

However, to be able to compete in the competitive world of business training the distance education institution should learn to act like most succesful companies with which they have training contracts :

- R & D activities to be able to create innovations and profit the recent development for example in educational technology
- strategic planning and thinking throughout the institution
- continuous development of the educational products, teaching and other activities
- effective administrative systems
- effective marketing and market research activities
- continuous interaction with companies and other stakeholders
- internationalization of the training activities

The Institute of Marketing will be presented as an example of this strategy in the connection with the development in Europe.

Gabriel Larocque, Sylvie Lavoie, Université de Montréal

"Il n'y a pas de sottes erreurs mais... un après"

La présentation d'une application circonscrite en orthographe, conçue et réalisée à la Direction de la formation à distance, illustrera notre propos : des stratégies pédagogiques validées par l'expérience, peuvent être appliquées systématiquement et efficacement en formation à distance grâce à l'informatique, si l'on respecte certaines conditions essentielles.

Une méthodologie, celle de la **détection des sources d'erreurs**, consiste à amener l'apprenant à expliciter le processus de raisonnement qui le conduit à générer des erreurs dans l'exécution d'une tâche. Le pédagogue, en accédant aux représentations cognitives de l'apprenant, peut ainsi détecter les sources des erreurs que produit cet apprenant.

Pour appliquer **systématiquement**, en formation à distance, la méthodologie de la détection des sources d'erreurs à l'orthographe, un design d'évaluation formative utilise l'informatique. Ce procédé nécessite, d'une part, de conserver en mémoire la totalité des réponses, erronées ou non, données antérieurement par un même client. D'autre part, la construction des outils d'évaluation formative exige de couvrir tous les types d'erreurs et de bien connaître les sources les plus probables générant ces erreurs (i.e. les sources les plus fréquemment détectées chez de vrais apprenants). **Ce design exige donc aussi une riche expérience pédagogique alimentée par des efforts répétés pour détecter les sources d'erreurs chez de nombreux apprenants; ces connaissances concrètes peuvent être exploitées pour amener l'apprenant au-delà de ses erreurs.**

Paul Laurin, Université du Québec à Trois-Rivières
"Evaluation d'un modèle de formation à distance : l'administration scolaire aux Seychelles"

La structure du système scolaire des Seychelles se termine au seuil de l'université. Le niveau universitaire doit s'acquérir à l'étranger. Cependant, un besoin important de directeurs d'école formés à la gestion se fait de plus en plus sentir.

Aussi, depuis 1986 un programme en administration scolaire reconnu par l'Université du Québec à Trois-Rivières est diffusé aux directions d'école de la République des Seychelles. Ce programme utilise un modèle adapté de formation à distance. Il a pour objectif d'une part d'offrir un cours complet de niveau universitaire à des directions d'école seychelloises et d'autre part de développer des habiletés reliées à la gestion scolaire.

La présente communication met en évidence les objectifs, l'opérationalisation et l'évaluation de ce programme de formation à distance utilisé aux Seychelles. Il présente les difficultés rencontrées au cours des trois années du déroulement du programme et les ajustements qui ont permis d'élaborer un modèle de formation à distance économique et généralisable à d'autres pays notamment à la Côte d'Ivoire et au Sénégal.

L'atteinte des objectifs de ce programme soulève un autre défi: la prise en charge par les Seychelles de la formation de leurs dirigeants scolaires

Shirley Emma Leclair, Marvin W. Boss, Université d'Ottawa
"The effects of cognitive style and type of classroom environment on academic achievement"

The purpose of this study is to investigate the effects of cognitive style and type of classroom environment on academic achievement. The theoretical rationale for the study is based on field-dependence-independence cognitive style research formulated by Witkin, Goodenough, and Oltman (1979). Field-independent or greater differentiated individuals display the characteristics of an autonomous, articulated, analytical field approach in cognitive functioning. In contrast, the characteristics of an individuals who experience the cognitive style of Field-dependent display a global field approach and appear to examine content material in a holistic sense.

Witkin (1973) states that the person who cannot impose organization on the problem material and keep an item separate from the surrounding field or material is also the person who may have difficulty with the kind of problem that requires taking some critical element out of the context in which it is presented. These individuals have the ability to develop interpersonal competencies, they are selective to social cues, and display social behavior that favors situations that bring them into contact with others. It is argued that subjects whose characteristic mode of functioning is field-dependent will exhibit difficulty in coping with and adjusting to the lack of interpersonal interaction between teacher and student in the distance education audio teleconferencing environment.

Hypothesis: there will be an interaction between the levels of cognitive style and type of classroom environment when the criterion variable is academic achievement. The subjects are chosen from the population of nurses in the University of Ottawa School of Nursing Post-RN Nursing Program. The courses selected are given in the traditional classroom environment and are simultaneously transmitted by two-way interactive audio teleconferencing to distance education classrooms. The measuring instrument is the Group Embedded Figures Test.

David Levy, McGill University
"Everyday English : Language learning by radio in the people's Republic of China"

Millions of English language learners in the People's Republic of China (PRC) are hindered in their efforts by a scarcity of actual models of native English speech. While these learners tend to perform well in tests of grammar, they may experience considerable difficulty understanding spoken English and can have severe problems with pronunciation. This paper will discuss the distance education strategy of Everyday English, a radio series produced by Radio Canada International in collaboration with the Centre for Continuing Education, McGill University, designed to help English language learners in the PRC cope with the pedagogical shortcomings of their situation.

Gilbert Little, Grey Highland Secondary School
"Achieving higher completion rates in the use of distance learning materials"

Course completion rates of over eighty percent have been attained in a 1987-89 pilot project conducted by the Ontario Ministry of Education's Independent Learning Centre and the Grey County Board of Education's Monitored Independent Learning Unit.

The unit has been visited by the members of the British Open University and Britain's Northumberland County Distance Administrators, and has been favourably received.

Mr. Gilbert Little (CADE member) project leader and Ms. Mary McKibbon of the Independent Learning Centre will describe the program and its application in distance education.

The session will focus on organizational structures, strategies, delivery modes and financial parameters of the project. Handouts and materials will be available on all the aspects of the model and discussion of its adaptability will be a feature of the session.

The profile of independent distance education has risen in the last decade and the presenters anticipate this trend will accelerate in the 1990's. This mode of learning must been accompanied by practical financial considerations and proven success rates by learners to garner public and political support. Reactions to the Monitored Independent Distance Learning pilot project indicate that these goals have been accomplished in Ontario.

Bruce Lumsden, Dr Chris Knapper, University of Waterloo and Susan Cole, Lakehead University

"Collaborate or vegetate"

Everyone says you should do it. But why would you? Is the end result worth the effort and expense and how do you measure the success of the final product? Collaboration takes many forms, some obvious, some subtle. Two programs, twenty faculty, two course designers, a myriad of administrators and the ever present silent third partner who financed the project. A veritable garden cocktail!

This presentation will describe the Lakehead/Waterloo project, a collaborative project undertaken by two universities to develop two certificate programs, one in Environmental Impact Assessment and one in Tourism and Recreation Resource Management involving 13 distance education courses.

The project is unusual in that :

- it was stimulated (and funded by an outside agency (the Ontario government)
- it was developed to conform to government guidelines as to the type of program desirable
- it responded to the expressed needs of the population to be served
- it involved collaboration between faculty from two different and disparate institutions and
- it hoped to explore a wide variety of new communication technologies.

Richard Maddigan, Memorial University of Newfoundland
"Teleconference in a community college"

Panelists from Lakehead and Waterloo will discuss the origins of the project, the process and the outcome with lots of time for discussion.Teleconference in a Community College

In September, 1989 Memorial University of Newfoundland opened its third community college in Burin, Newfoundland. This particular community college was unique because fully one-half of the course offerings were taught by distance education - teleconference - from St. John's Newfoundland, a distance of 400 km. For the first time all regular, first-year students (directly out of high school) were *required* to take a significant proportion of their courses via a medium with which they had no previous experience.

This paper examines the performance and the perceptions of the 84 Introductory Psychology students registered at this campus. Student ratings of the various teleconference and teaching components are summarized. Also student performance on a common final exam is compared to the performance of students on the St. John's campus, many of whom were taught by the same instructors.

K. Murali Manohar, Kakatiya University

"The concept of inter-dependent learning in distance education : A new approach to expand socio-cultural boundaries"

In the recent past there has been a growing trend towards making distance education a system of interdependent learning mainly rooted in the Social and Cultural environment of the learner. This trend is not only observed in some of the Indian Universities, but also could be found in different parts of the World. The present study examines the ' Common factors' which may be observed in the system of interdependent learning, being adopted as a strategy in different distance educational institutions of the World. Though the regions under study differ in its socio-cultural context, the boundaries could be expanded by developing an 'attitude' and a 'concept' of learning not only from one's own experience but also from the experience other's reaching out the world frointeers. The study thus suggests at the end an emerging but a new model of distance education that treats the variations in the socio-cultural context of independent learning as a critical factor. It also identifies the areas where international cooperation could be sought from the Universities which are successfully carrying out experiments in 'interdependent learning' based on different socio-cultural factors and chalking out a universal system of 'helping each other' in strengthening and expanding the scope and utility of distance learning with a new seriousness about making education widespread as well as purposeful.

Louise Marchand, Université de Montréal
"Ethique en éducation à distance lors de la nouvelle décennie"

ETHICS IN DISTANCE EDUCATION IN THE NEW DECADE

Marshall McLuhan's Interplanetory Village has already arrived and shouldn't morality and ethics be an issue in distance education? There are moral values behind the choosing of Distance Education. Here are certain of those values.

The correspondance courses preceeds the global concept of permanent education (1970), compulsary education and continuing education. The universal concept of education was not a reality at the time, correspondance courses were a practical answer to an employment problem. But, without knowing it, Distance Education was a motor for permanent education, continuing education, employment training and the accessibility to knowledge for everyone.

It also made the existence of two levels of education possible: one on campus for the elite and one at a distance for the silent majority. One can ask if the reliability of diplomas is equal; is the progress and the quality of the climate for learning is the same? Is Distance Education a Welfare University, a security valve in a selective process? Are the diploma accreditations equivalent?

Furthermore, the conception and the production of material for distance education is often the initiative of our post industrialised societies. They carry on their own values and the countries who are buying those productions are also buying the values. Usually they are very different from the values that occur in their own society. Sometimes even in contradiction.

Distance Education is too often associated with high technology. The compulsory use of high technology limits the world of learners : (those who can afford it and those who can not).

On the other hand, Distance Education created an opening for new classes of students: students of the second chance, the minorities, the marginals, students of the third age, women who stayed at home, handicaped people, only to name a few. It is also permits a critical view on a "non scholar approach" (Illich, Reimers) and on "conscientisation" (Freire) who denounces the excessive organi-sation and hierarchy that did not allow creativity and individual spontaneity.

With the contemporary values in mind, it is interesting for the fields of Distance Education to look at learner-centered system, paid study leaves, learning of autonomy and alternations studies and works. Distance Education brings up new considerations in the field of Education because it is based mainly on democratisation of the academic system, giving the right to everyone to receive the education he requires.

ÉTHIQUE EN ÉDUCATION À DISTANCE LORS DE LA NOUVELLE DÉCENNIE

Le village interplanétaire promis par Marshall McLuhan est déjà à nos portes et nous pousse à nous poser des questions sur la valeur de l'éthique en éducation à distance.

Si l'éducation est source de progrès dans nos sociétés, les sociétés puissantes sont celles qui détiennent l'information. Chaque gouvernement désire aussi que ses citoyens puissent avoir accès au processus d'éducation. L'éducation à distance devient alors un moyen intéressant à cause de la simplicité de sa structure et de ses facteurs économiques. L'éducation à distance est souvent associée à la haute technologie et limite les sociétés qui l'utilise à deux types d'apprenants : ceux qui en ont les moyens et ceux qui ne peuvent se le permettre.

D'une façon plus poussée, l'on peut songer à deux qualités différentes d'éducation: l'une sur le campus pour l'élite et l'autre à distance pour la majorité silencieuse. D'un autre côté, l'éducation à distance a fait place à de nouvelles catégories d'étudiants oubliés par le système: les adultes, les minorités, les marginaux, les étudiants du troisième âge, les femmes qui doivent rester à la maison, etc. Elle permet aussi une critique acerbe sur l'approche « non académique » (Illich, Reimers) et une conscientisation (Freire) des groupes qui dénoncent l'approche hiérarchique de nos programmes universitaires qui ne permettent pas l'émergence de créativité.

L'éducation à distance permet d'envisager de nouvelles valeurs : l'alternance études-emploi, l'apprentissage autonome et le congé d'études payé. Comme l'éducation à distance est basée sur la démocratisation du système académique, donnant à chacun la possibilité de recevoir l'éducation de son chois, elle apporte un souffle nouveau au monde de l'éducation.

Rénald Marchand, Télé-université

"Le niveau élevé du coût per capita de la Télé-université : le contrecoup d'un diviseur instable"

L'un des principaux arguments employés lors de la mise sur pied d'établissements d'enseignement à distance consiste dans les possibilités d'économies d'échelles qui découlent de cette forme d'enseignement. La Télé-université ne fait pas exception à cette règle car l'on trouve dans les documents qui ont mené à sa création un libellé précis à ce sujet. Cependant, après 15 ans de fonctionnement, on peut constater que le coût per capita de l'établissement est plus élevé que le coût per capita moyen des constituantes de l'Université du Québec.

Après avoir effectué une revue rapide de la littérature sur les coûts des systèmes d'enseignement à distance, nous présenterons les conditions méthodologiques qui permettent de réaliser des comparaisons sur le coût per capita et nous fournirons des séries de données longitudinales sur cet indicateur pour la Télé-université et certaines constituantes de l'Université du Québec.

Grâce à ces comparaisons, nous démontrerons que le niveau élevé et la variabilité de cet indicateur dépend surtout de l'instabilité importante des résultats d'inscriptions plutôt que de la croissance accélérée ou incontrôlée des dépenses de l'établissement.

Esio Marzotto, University of Windsor

"Technology in the 90's : New applications and greater reach at lower cost"

Developments in distance education technology continue to evolve in the direction of greater information transfer over distance at lower cost. More manufacturers of teleconference bridges and data compression devices are entering the market indicating that the demand for such facilities exceeds the supply. At the same time common carriers are expanding the availability and reducing the cost of high speed digital data channels.

Digital technology is in large part responsible for the new data compression techniques. It allows for the transmission of data, graphics and video with varying degrees of motion capability on virtually any common carrier circuit from freeze-frame on a telephone pair of wires to full motion video on a T-1 circuit (much lower grade and lower cost than microwave or satellite).

This paper will compare features and cost of various types and models of equipment available for audio teleconference, motion video compression and computer data networking with a view to giving the non-technical distance education planner a background in the current delivery systems available. The common carrier facilities and costs available for data transmission will be described in layman terms to complete the distance education technology picture. Examples of video compression will be demonstrated on videocassette.

Kathleen Matheos, Assiniboine Community College
"Selecting and evaluating technology for rural distance learners"

The availability of technologies such as audio and electronic conferencing, video and audio tapes can provide valuable enhancements to the distance education process. However, their selection and use must be appropriate to the learning environment to which they will be introduced.

This paper discusses and evaluates the collaborative process involving a group of adult educators, writers and producers in the adaptation (from a traditional classroom delivery model) and delivery of a pilot diploma level agriculture course for a remote and rural Manitoba audience. Particular emphasis is placed on the selection, uses and evaluation of various forms of technology and their appropriateness to the learners, their geographical locations, and the course material.

Donald J. McDonell, University of Ottawa
"A distance education network in Central America"

Since September 1988 the Confederation of Universities of Central America (CSUCA) and the University of Ottawa have been working towards the establishment of a communications network to promote intercommunication amongst the member universities of CSUCA, in order to advance the integration of higher education in Central America. In 1988 a delegation from the University of Ottawa visited Central America in order to elaborate, in collaboration with their counterparts in Central America, a tele-education project. Following these meetings the Institute for International Development and Cooperation (IIDC) and the Service for Continuing Education prepared and presented the first document to the Canadian International Development Association (CIDA) in the name of CSUCA and the University of Ottawa.

The main objective of the project is to put in place an infrastructure for the development of scientific communication between the universities in the field of education and research.

The project of support for CSUCA is essentially composed of four programmes:

1. A programme for the setting up of an electronic network for distance education
2. A programme of support for the computer system used for administration at CSUCA and in the universities.
3. A programme of support for scientific research.
4. A programme of support for university administration.

In this article we present the historical background that lead up to the project, the philosophy guiding the choice of technology, and we conclude with some comments on the progress of this joint project to date.

Claire Meunier, Université de Montréal
"Une technologie appropriée en partage pour l'éducation à distance"

Les modèles d'éducation à distance développés dans les pays industrialisés peuvent difficilement être transférés aux pays en voie de développement tant les besoins, les ressources économiques, l'organisation sociale, les valeurs et la philosophie de l'éducation diffèrent. Cependant les demandes d'aide et de collaboration sont nombreuses, demandes face auxquelles les instances des pays insdustrialisés ne peuvent rester muettes, compte tenu des ressources humaines et technologiques dont elles disposent.

Le but de cette communication est d'aborder la notion de technologie appropriée dans un tel contexte, en référant à un cas d'application concret. Nous tenterons de rappeler la définition historique et actuelle de la technologie appropriée, d'en définir brièvement les exigences et les enjeux. Nous appuierons notre exposé sur les éléments d'une expérience concrète à laquelle nous prenons part, à l'invitation de l'Université McGill. Ce projet en voie de réalisation porte le titre suivant: "Capacitación de maestros en zonas rurales andinas del Perú". Nous en donnerons ici une brève description.

Une partie importante des enseignants des zones rurales du sud andin ne sont pas certifiés. Leur certification posent des problèmes importants dans cette région du Pérou, pour des raisons à la fois géographiques, politiques et culturelles: réseau routier peu pratique, bilinguisme régional (quechua et espagnol), besoins locaux spécifiques, aspirations à travailler à la ville chez les enseignants , etc. Après une étude des caractéristiques du milieu par l'équipe de recherche, il s'est avéré que le développement d'un système de formation à distance utilisant des technologies appropriées, pourrait répondre adéquatement à la nécessité d'enrichir la formation des maîtres qui sont déjà en exercice, mais sans posséder de certification. Ces maîtres ont une double fonction: ils sont enseignants, mais ils sont aussi animateurs communautaires dans leurs villages respectifs. Nous rendrons compte de la philosophie du projet qui en est à sa deuxième année de réalisation, des exigences de la collaboration entre les diverses instances (Lima-Urubamba-Montréal) et des productions inscrites cadre d'une technologie appropriée.

CLAIRE MEUNIER, professeure agrégée
Technologie éducationnelle
Département d'études en éducation
Faculté des sciences de l'éducation
Université de Montréal

Bernard Michaud, André-Jacques Deschênes, Télé-université

"La formation à distance maintenant : une expérience d'apprentissage de la formation à distance dans des contextes différents"

Dans le cadre de la création du Consortium international francophone de formation à distance (CIFFAD), la Télé-université offre depuis novembre-89 et jusqu'en juin-90 un cours de 2e cycle équivalent à six crédits intitulé *La formation à distance maintenant*. Offert à distance et sous forme de séminaire à 255 étudiants adultes, la plupart formateurs de formateurs dans 17 établissements d'enseignement francophones de 12 pays, en majorité d'Afrique, au Viet Nam et en Belgique, le cours vise l'acquisition et le développement de connaissances et d'habiletés relatives à la formation à distance.

Après avoir décrit les établissements participants et la clientèle étudiante, nous présenterons les objectifs du séminaire, les principaux contenus abordés de même que la structure didactique, les activités d'apprentissage et la formule retenue pour le support aux étudiants. L'équipe pédagogique de conception du séminaire s'est tout particulièrement penchée sur l'importance de fournir aux étudiants une cadre de référence et des outils pour gérer leur démarche d'apprentissage de même que des occasions de réfléchir aux possibilités de transfert et de mise en pratique des apprentissages qui tiennent compte du contexte particulier dans lequel s'inscrit chacun des établissements.

Nous traiterons ensuite de la formation des délégués d'établissements dont le rôle est de fournir aux étudiants le support dont il ont besoin aux plans cognitif, affectif, motivationel et métacognitif, de même que des moyens mis en place pour maintenir la relation entre l'équipe pédagogique au Québec, et les groupes d'étudiants outre-mer.

Pour terminer, nous aborderons une série de questions en deux volets. Le premier concerne l'importance à accorder aux frontières de toutes sortes : géographiques, sociales, culturelles, technologiques, pédagogiques en formation à distance en regard des possibilités de coopération entre des établissements implantés dans des contextes fort différents. Le deuxième porte sur la signification de l'autonomie associée à l'apprentissage et si souvent présentée comme une caractéristique essentielle de l'enseignement à distance.

Louise Moran, Deakin University

"Collaboration in distance education and policy directions for the 1990s : The case of "The Australian inter-university women's studies major"

Numerous experiments and innovative projects involving inter-institutional collaboration in distance education appeared in the 1980s. Despite difficulties in agreeing on, and sustaining implementation of such projects, collaboration is likely to be an important policy direction for distance education in the 1990s as governments continue to pressure for rationalisation and fiscal accountability.

What are these difficulties? How may they be overcome? These questions are examined in context of an Australian collaborative project - the Inter-University Women's Studies Major of Deakin, Murdoch and Queensland Universities - evaluated for the Australian government by this writer with Pamela Maclean and Robyn Rowland. Begun in 1983 as a pilot project for course exchange to overcome political obstacles to establishment of full majors in each university, the Major has exceeded all expectations of student demand. It has become an influential model of successful academic and administrative collaboration in Australian distance education. The evaluation considered academic perspectives on course planning, management issues of connecting three different student administration systems, and student responses to their studies in three university systems.

Conclusions are drawn from this case study about political, theoretical and practical issues and challenges facing distance educators pursuing inter-institutional collaboration. These include the possible effects os expansion of collaborative ventures on institutional boundaries and on the legitimacy of distance education in the Canadian higher education system. It is argued distance education offers ways of overcoming constitutional and political limitations on educational provision and of lessening the hold of institutional territorial imperatives.

MS LOUISE MORAN
DEAKIN UNIVERSITY
AUSTRALIA

John C. Oates, Donald G. Heale, Cabot Institute of Applied Arts and Technology

"Computer managed learning (CML) at Cabot Institute of Applied Arts and Technology"

Cabot Institute of Applied Arts and Technology in St. John's, Newfoundland has used Computer Managed Learning (CML) technology to offer second-year mathematics courses during the fall and winter semesters of 1989-90. The final examination results of the CML-taught students were considerably higher than those attained by students in the control groups who were delivered the mathematics courses using traditional methodology. Both the experimental and control groups were offered the same mathematics courses. The pilot project has been considered to be an overwhelming success. A survey administered to the students enrolled in the experimental groups indicates that they enjoyed using the CML methodology and would eagerly enroll in other such courses.

In addition, Cabot Institute is currently conducting a pilot project in cooperation with the Fisher Institute of Applied Arts and Technology in Corner Brook, approximately 700 kilometres away. Students enrolled in first-year mathematics at Fisher Institute log-in to Cabot's computer system via a dedicated communications link. In this way, they access the CML hardware and software resources and proceed through the course. The instructor in Corner Brook supervises the course and provides on-site guidance for the students. Successful completion of the project will undoubtedly lead to further ventures using Computer Managed Learning and distance education technologies.

Louise Patoine, Télé-université

"Formation de formateurs et transfert technologique en formation à distance : la distance enfin apprivoisée"

Un système de formation à distance à consolider, des formateurs argentins à former, un transfert technologique à assurer : trois besoins exprimés par deux établissements argentins auprès de la Télé-université.

Comment atteindre ces objectifs dans une démarche de collaboration lorsque les ressources humaines sont restreintes et qu'une contrainte de taille s'impose, la différence de langue.

La description du modèle de collaboration utilisé et des résultats atteints jusqu'à maintenant fera l'objet de cette communication. Nous mettrons en lumière les aspects particulièrement innovateur de ce projet et les retombées étonnantes que nous avons notées jusqu'à maintenant.

Pierre Patry, Télé-université
"L'expérience de la Télé-université en enseignement à distance, à partir d'une stragégie spécifique : l'approche par réseaux"

À partir d'une perspective spécifique, celle du Bureau de coopération extérieure de la Télé-université, nous avons opté pour une stratégie d'intervention : celle d'orienter la majorité de nos activités récentes sur la constitution de réseaux à distance comme nouvelle stratégie de communication et de développement.

Nous introduirons brièvement quatre réseaux dont nous avons été à l'origine (CANAL, REPSAD, CREAD, et CIFFAD), discuterons en particulier les principes directeurs pour l'un d'entre eux, puis soumettrons une série de principes généraux émanant de l'évaluation de notre participation au sein de ces différents réseaux.

En conclusion, à celles et ceux parmi vous impliqués dans un travail de coopération internationale au sein de vos institutions respectives, dans le domaine de l'enseignement à distance, nous soumettrons l'hypothèse suivante, transformant l'hypothèse de Macluhan : « The Network is the message ».

THE NETWORK IS THE MESSAGE

It has been noted that there is no model or dominant paradigm of communication and development. However, there is consensus on the necessity of establishing networks designed for both information and education. As an attempt to fill this void, we will discuss the role of distance education networks in terms of access and development, which is the central theme of this conference.

Based on the perspectives and priorities of the Bureau of International Cooperation (BIC) of Télé-université (TELUQ), we have selected a strategy which focuses the majority of our activities on distance networks as a new communication and development program.

In this paper, we will briefly introduce four networks in whose genesis we participated (CANAL, REPSAD, CREAD, and CIFFAD). Then, we will discuss, specifically, the guiding principles of one of these networks, CIFFAD. Finally, we will present a list of ten general recommendations based on our experience with these various networks.

In conclusion, to those of you who are involved in international cooperation projects, we present the following hypothesis : "The Network is the Message".

Lionel J. Poirier, Noël Thomas, Denise Paquette-Frenette, Ministère des Collèges et Universités

"La formation à distance comme modèle de développement communautaire : le programme FORMA-DISTANCE et les Franco-Ontariens"

Au moyen de la description du programme de développement de la formation à distance dans les établissements postsecondaires français et bilingues de l'Ontario, la présentation fournira un modèle de développement social dans un contexte minoritaire. Comment la formation à distance peut-elle répondre aux besoins éducatifs d'une communauté?

La communication décrira comment le programme a tenté de répondre aux besoins de formation et de réseautage en formation à distance et présentera quelques résultats d'évaluation et des prospectives d'avenir.

Garry Popowich, Alberta Correspondence School
"Distance learning - the Alberta experience"

Ensuring access to quality education and learning opportunities is a complex issue faced by educators and legislators worldwide. Problems of geographical distance, remote rural communities, population sparsity, low enrollment schools and inequities in the financial base are factors, when taken together, make the provision of equitable access to quality educational programs difficult and costly.

Distance learning is seen as one of the means of addressing program equity. Through the use of telecommunications technology (teleconferencing, facsimile transmission, computer conferencing, satellite broadcast) instructional programs and services are delivered to students in small rural and remote communities across Alberta. Specially designed learning resources that incorporate print and multi-media support materials have been developed by the Alberta Correspondence School to ensure that high quality courseware is available to distance learners.

This session will focus on the issues and underlying principles of program equity and the application of distance learning delivery strategies and technologies. Variations in centralized and decentralized (consortia based networks) delivery of distance learning will be discussed in terms of operational models, strategies and benefits. Approaches and alternatives to distance learning courseware packaging involving computer managed learning, satellite broadcast, videodisc and use of intelligent/tutorial learning software were highlighted.

A video on the Alberta experience will be shown and a number of handouts ~~were~~ will be distributed to participants.

Patrick Pow, York University
"A comparison of mainland chinese university students studying in conventional classroom mode and distance learning mode"

There is considerable evidence to suggest that the learning patterns of adult learners enrolled in distance learning programs differ from students studying in conventional classrooms. It is also a common belief that all Chinese students develop a strikingly similar hard working learning pattern. However, the learning patterns of university students in China have not been studied in any detail.

This study compares the learning behaviours and attitudes towards instruction of Chinese adult students working individually in distance learning mode with undergraduate students studying in conventional classrooms. The two selected groups of students were enrolled in the same academic programs in a particular university located in South China. By asking the same questions in an hour long interview, the data of a total of eighteen distance learning students and fifteen conventional classroom students was collected. The result indicated that the two groups of learners differed in the following ways: a) the amount of materials studied (including reference/optional readings), b) time spent on preparation for examinations, (c) methods of preparation for examinations, d) attitudes towards types and content of instruction received and e) views on values of the qualifications sought. There were no significant differences according to answers of those interviewed on the following items: f) attitudes towards assessment and evaluation methods, g) influence of family members.

Frances R. Pym, University of New Brunswick,
Anne Marie Atkinson, Nurses Assocation of New Brunswick
"Reaching out via distance education to nurses : Needs assessment, planning, and implications"

In 1988 a survey was conducted to determine what professional continuing education (P.C.E.) nurses in a largely rural province in Atlantic Canada already have; what they wanted in the next few years; how they wanted to access P.C.E.; and what barriers and supports they perceived in their work and family environments. A questionnaire was sent to each nurse in the province (N = 7836), with a thirty-five percent (N = 2686) response rate. Responses were representative in terms of linguistic and geographic distribution. Respondents gave high rankings to learning methods that kept them close to home and their workplace. Over 40% wanted part time or evening study. Distance education, including audio-teleconference, self study and correspondence, was the preferred method of study. Family responsibilities and lack of funds were cited as major barriers to P.C.E. Most nurses felt they would get significant support from family, friends and co-workers for their P.C.E. endeavours. But while there was considerable regional variation in the amount of support expected from employers, fully one quarter of respondents expected *no* help at all from this quarter. Respondents indicated that they want easy access, preferably in or near the worplace, to current clinical and professional information. They recognized P.C.E. as a *real* need, both in terms of present job requirements, for career advancement, and for personal growth. A significant number also indicated that there are so many barriers, and so few tangible rewards, that they have no immediate plans to continue their professional education.

This paper provides details of the findins from this study and suggests strategies to improve access to all levels of P.C.E. for nurses in small communities.

Frances R. Pym, University of New Brunswick
Heather Fraser-Davey, Dalhousie University
"Distance education for nurses : Sharing resources across regional boundaries"

The increasing complexity of nursing/health care in the 1990s means that nurses need ready access to the most current knowledge available if they are to give safe, competent care to their clients. The "shelf life" of knowledge in health sciences is estimated to be approximately 3-7 years. Most nurses in Atlantic Canada want to study part time in their own communities. They want programs that meet their specific immediate learning needs, i.e. clinical specialty courses that can be applied to a Baccalaureate degree. In this region, the demand for BScN courses by registered nurses outstrips the abilities of universities to provide them, due to a real lack of human and material resources. But, using distance technology and working together, we can meet the needs of more people in more places in more specialties.

Suggested solutions to this problem include an increased focus on existing sharing mechanisms and transferability of courses; encouraging each university in the Atlantic region to design one specialty practice course that would be made available via distance technology to the others in the region. In the longer term, a national network of specialty practice courses would allow students in, for example, Nova Scotia to take advantage of expertise in Alberta - and vice versa. Barriers to regional collaboration include course development costs; transfer of credit into rigid curricula; shortage of suitable clinical preceptors in some areas, and administrative factors (which university should receive the tuition, award credit, etc.). This paper will discuss progress made thus far on regional collaboration in distance education for nurses in Atlantic Canada.Contact Nord/Contac North sur la scène du secondaire

J. Murray Richmond, Ken Radway, C. Douglas Chaudron, School for Addiction Studies, Judy Roberts, Contact-Nord
"A pilot project of a national teleconferencing network (english and french) for addictions education"

Thirty sites across Canada were linked via teleconferencing to form a National Teleconferencing Network for Addictions Education. The project provided training in teleconferencing, and delivered a three-part national workshop entitled "Cocaine: Dealing with its Challenges". Sessions were delivered in English and French using simultaneous translation. The project ran from November 1989 to the end of February 1990.

The teleconference workshop was the first delivered through the National Training Exchange, a program developed under the National Drug Strategy through the collaboration of the provincial and territorial addiction agencies and Health and Welfare Canada. The training sessions and workshop were developed and delivered by a multi-disciplinary team from the Addiction Research Foundation of Ontario under contract with Health and Welfare Canada.

An audience of some 500 addictions workers and associated human services professionals participated in the workshop sessions which consisted of presentations and interactive sessions featuring some of Canada's leading addictions authorities.

This paper provides a description and an evaluation of the pilot project focusing on its organization, user need and satisfaction, the use of simultaneous translation, and cost effectiveness, especially for servicing sites in the more remote areas of Canada. Conslusions and recommendations for future action, based on the evaluation, are presented.

Claudette Roberge, Contact Nord/Contact North
"Contact Nord/Contact North sur la scène du secondaire"

Au cours de notre communication nous démontrerons à l'aide de nombreux exemples le rôle de pionnier joué par Contac Nord/Contact North auprès des élèves et des enseignants du palier secondaire :

Grâce à Contact Nord/Contact North, projet pilote du gouvernement de l'Ontario, les écoles secondaires du Nord de l'Ontario ont été introduites à l'ère technologique de l'éducation à distance. Avant septembre 1987 qui disait éducation à distance au secondaire disait par le fait même, cours par correspondance. Maintenant plusieurs cours à crédit sont offerts par audiotéléconférence et audiographie. De plus les écoles qui sont auto-suffisantes du point de vue cours à crédit, profitent quand même de la formation à distance par le biais de séries d'audiotéléconférences d'enrichissement et renseignements divers pour leurs élèves; sans compter les groupes d'étudiants et étudiantes qui font des projets à distance sur le système de conférence et de courrier électroniques. Contact Nord/ Contact North a aussi beaucoup profité aux enseignants et enseignantes du secondaire et de l'élémentaire. Depuis l'avènement du projet pilote, ils et elles peuvent faire plusieurs activités de développement professionnel avec des collègues par audiotéléconférence ou par conférence et courrier électroniques ou encore en suivant des cours de qualifications additionnelles ou de maîtrise.

Contact Nord/Contact North a repoussé les frontières pédagogiques et technologiques; ainsi, les éducateurs et les élèves profitent désormais de chances égales à l'éducation. Ensemble, ils et elles découvrent, au-delà des cours à crédits, une variété d'applications en formation à distance.

Elizabeth Roberts, The Confederation College of Applied Arts & Technology

"Distance education in northern Ontario : Experience in native education"

Native communities in Northern Ontario depend for their primary health care on Community Health Representatives (CHRS) who are trained community members fulfilling roles of emergency care, health promotion, community development, patient advocacy among many others. Members of the communities of the Nishnawbe-Aski Nation and Grand Council Treaty #3 have recognised their importance and have placed priority on the development of appropriate and effective training for their CHRs. They have jointly developed a comprehensive curriculum and are now working co-operatively with Confederation College in Thunder Bay to deliver a basic training program.

The 18 month program is delivered by methods identified by the community members to be most appropriate for the potential trainees. Trainees meet together for modules of 3 weeks each and receive training between these modules by distance education, field assignments, on-the-job training and occasional on-site instructor visits.

This paper will describe the experiences of the program over the past 2 years in the development and the special conditions for delivery of the distance education component which have been identified as relevant to cultural needs for learning.

With the increasing popularity and availability of distance education programs, it is also important to ensure that they are delivered in ways which are most suitable for their clients. The experiences of this northern group may help others in addressing the special needs of Native students as they access this alternative for education for the future.

J. Roberts, M. Croft, P. Derks, Contact Nord/Contact North
"Beyond single technology projects : Trends for the future"

Like any generalization, the contention that "cutting edge projects differ from their predecessors by offering users flexible technical choices rather than forcing them into single-mode technological straight jackets" can be disputed. However, recent developments in Ontario's Contact North/Contact Nord project confirm that province's policy commitment to multi mode distance education. Studies such as that carried out by Kirk Satellite Communications Ltd and Telecon Consultants show that large, multiple focus projects are necessary if any of the leading edge developments in satellite technology are to be cost effective. Both suppliers and users are finding that, as products become more and more based on digital technology, the boundaries and costs between audio, audiographics and video are changing dramatically. These generalisations will be examined in the context of a strategic plan, an outside evaluation and government policy as applied to Contact North/Contact Nord.

Comme toute généralisation, on peut contester l'affirmation que « les projets à la fine pointe de la technologie diffèrent de leurs prédécesseurs en ce qu'ils offrent aux utilisateurs une certaine flexibilité technique au lieu de les confronter à un mode technologique unique et rigide ». Cependant, des développements récents à Contact Nord/Contact North, en Ontario, confirme l'engagement politique de cette province envers la formation à distance par modes multiples. Des études, comme celles menées par Kirk Satellite Communications Ltd et Telecon Consultants montrent qu'il est nécessaire d'avoir des projets importants et à visées multiples si l'on veut rentabiliser l'avance technologique de la communication par satellite. Tant les fournisseurs que les utilisateurs trouvent que, au fur et à mesure que les produits se basent sur la technologie numérique, les limites et les coûts entre l'audio, l'audiographie et la vidéo changent radicalement. Nous examinerons ces généralisations dans le contexte d'un plan stratégique, d'une évaluation externe et de la politique gouvernementale telle qu'elle s'applique à Contact Nord/Contact North.Profil des étudiants universitaires dans les programmes de formation à distance qui complètent ou abandonnent leurs études: motifs, styles, modes et conditions d'apprentissage.

Janet Sands, Karel Baresh, Open Learning Agency

"The videolab project - Exploring pedagogical and technological frontiers (2 part presentation : - Contextual approach to curriculum design in open learning - The videodraft-removing barriers between faculty and production"

A) Contextual Approach to Curriculum Design in Open Learning

The challenge - to develop quality open learning biology laboratory courseware. Module development is based on a curriculum grid that places thematic segments against laboratory requirements. The grid is subdivided into 'Investigation grids' containing outlines for interactive video segments, laboratory procedures and techniques, laboratory equipment, and student activities. The course uses the interactive video segments in three ways; as resource base, study guide and tutor, moving the student between print materials, laboratory investigations, and written exercises.

The contextual matrix:

- reflects the hierarchical learning arrangements in science;
- focuses on a modular format;
- allows utilization of micro-modules at various levels;
- allows for phased development; and,
- fits future storage and retrieval needs.

B) The VideoDraft - Removing Barriers Between Faculty and Production

The VideoDraft enables the project planning team to quickly assemble and view a draft of the intended program. In particular, it eases content experts into the use of media. Development follows a process similar to that of drafting print materials but uses visual tools - a combination of 'home movies', computer graphics and animation. Composed on a VHS format, the VideoDraft forms the storyboard for final production. Scripts, graphics, animation, and studio and location sequences are quickly and accurately identified. Other benefits include:

- providing funding agents with video sequences as part of the Project Plan;
- supplying a production model;
- serving as a critical path guide for project scheduling/management; and
- providing a cornerstone for assessment.

Louise Sauvé, Télé-université

"Profil des étudiants universitaires dans les programmes de formation à distance qui complètent ou abandonnent leurs études : motifs, styles, modes et conditions d'apprentissage"

Une estimée conservatrice suggère que plus de deux millions de personnes sont inscrites en formation à distance à travers le monde et que quatre-vingt-dix pour-cent de ces étudiants à distance sont des adultes. Peu d'écrits ont analysé les styles d'apprentissage de ces étudiants par rapport aux modes et conditions d'apprentissage offerts par la formation à distance. Partant de l'hypothèse qu'il existe un lien entre les motifs d'étude, les styles d'apprentissage, les préférences des modes et conditions d'apprentissage des étudiants adultes, et la complétion ou l'abandon de leur programme d'études à distance, une recherche dans un établissement d'enseignement à distance québécois a été menée. Cet exposé présente les résultats de cette recherche à partir d'un échantillon de 500 étudiants et d'un « Inventaire des styles et préférences d'apprentissage des apprenants à distance » (I.S.P.A.D.).The challenge of preparing Native teachers in Labrador through distance education : cultural and geographical considerations

Marcel Savaria, Denis Ménard, Cégep de St-Jérôme
"Innovation au collégial en formation à distance : collaboration de la Chambre des notaires du Québec et du Collège de St-Jérôme"

Fruit d'une collaboration intense entre le Collège de St-Jérôme et la Chambre des notaires du Québec, le cours «Le droit de l'entreprise» se veut l'exemple d'une nouvelle coopération entre un C.E.G.E.P. et une corporation professionnelle.

Tant au niveau des ressources humaines, techniques que financières, les deux corporations ont su unir leurs efforts et leurs compétences pédagogiques et juridiques selon le cas pour produire un cours d'une qualité exceptionnelle.

Le cours s'adresse à toutes les personnes intéressées par le domaine du droit en particulier à ceux et celles qui sont reliés au monde de l'entreprise ou qui désirent poursuivre des études en droit, en sociologie, en économie, en sciences administratives ou en techniques industrielles.

Il s'agit de permettre aux personnes intéressées d'acquérir des connaissances de base, théoriques et pratiques, sur les lois et les règlements régissant les entreprises.

Le cours offre l'avantage d'être suivi chez soi, à son propre rythme et comprend:
- quinze fascicules rédigés par des professionnels du droit regroupant tout le contenu. Une présentation simple, concrète et précise permet à l'étudiant de fonctionner à son rythme. Cet ensemble de documents constitue un dossier de références utiles, à conserver même après le cours;
- quinze émissions de télévision d'une durée d'une heure chacune, qui complètent le contenu par des présentations de situations animées: étude de cas et vécus. Ces émissions plongent l'étudiant dans des situations réelles et concrètes.

Les sujets traités par les fascicules et les émissions sont les suivants:

1. Notions préliminaires
2. Personnalité, biens, régimes matrimoniaux.
3. Les obligations
4. Les contrats
5. Quelques types de contrats
6. La responsabilité civile
7. Les formes d'entreprises
8. Les compagnies (I)
8. Les compagnies (I)
9. Les compagnies (II)
10. Financement et garanties
11. Franchisage et commerce associé
12. Le droit du travail
13. Assurances et protection du consommateur
14. Faillite et insolvabilité
15. La planification successorale.

Gary Scott, AT&T Canada Inc
"Opening the classroom 24 hours a day"

Life-long learning and industry retraining require access to a classroom 24 hours a day. Integrating a variety of distance learning technologies, such as -- e-mail, bulletin boards, mail conferencing, fax machines and fax boards, audio-graphic systems and remote access to computer based learning can make this happen.

However, the approach to the curriculum offering, credits, testing and evaluation procedures need to change to take advantage of learning that will increasingly be required on a "need to know basis".

Dennis B. Sharpe, Memorial University of Newfoundland
"The challenge of preparing native teachers in Labrador through distance education : Cultural and geographical considerations"

Widely dispersed remote geographical locations with small populations characterize Native communities on the Labrador coast. To offer a field based degree program to groups of Native people engaged in teacher education in these communities presents many challenges, particularly when distance education techniques are employed and cultural barriers have to be considered. The presentation will examine a number of the issues involved with offering such a program, and outline some of the alternative techniques that have been tried, with particular emphasis on current practises.

Bernard Simand, Contact North/Contact Nord
"Contact North/Contact Nord sets new directions for secondary schools"

Contact North\Contact Nord has played a pioneering role for the students and teachers at the secondary school level in Northern Ontario in three areas : the delivery of credit courses, non-credit programs, and professional development.

Contact North\Contact Nord, a pilot project of the Governement of Ontario, has been responsible for introducing the secondary schools in Northern Ontario to electronically delivered distance education. Prior to 1987, and the start of the project, secondary schools distance education in Ontario meant courses by correspondence. The project has made it possible for credit courses to be enhanced by technology, particularly audio-teleconferencing and audiographics. Larger schools which are self-sufficient with regards to offering credit courses can, nevertheless, participate in a diverse range of student enrichment and information distance education activities via audio-teleconferencing, computer conferencing and electronic mail. Contact North\Contact Nord also benefits the teachers at the secondary and elementary level as they engage in professional development activities through audio and computer conferencing, take additional qualification courses and even work towards a master's degree.

Thus Contact North\Contact Nord has overcome the pedagogical boundaries for educators and students from Northern Ontario who now benefit from a better education opportunity! Jointly, they are discovering a wide variety of distance education applications beyond the credit courses.

Maureen Stanley, Alberta Correspondence School
"There's no excuse for poor design"

This seminar will discuss instructional design elements which are critical to successful distance-learning courseware whether the media is print, audio, video, or computer. Organizational elements to facilitate learning and motivational elements to encourage distance learners will be discussed in detail. Strategies to enhance learning and retention such as ways to control the reading level will be included. This seminar will also explore design strategies for developing courseware that accommodates different learning styles, preferences, and abilities. Sample courseware will be on display, and instructional design guides will be provided.

Maureen Stanley, Alberta Correspondence School
"Making your courseware development more efficient"

This seminar will introduce participants to a systematic approach to course development. The process used at the Alberta Correspondence School integrates instructional design, visual design, and quality control. Each step will be defined with timeline and costs available. Sample courseware will be on display and course production information will be provided.

Geoff Stevens, Open Learning Agency
"Open learning in the workplace"

The Open College Component of the Open Learning Agency has recently begun to shift its strategic emphasis away from a traditional entry -level, distance education programming focus towards the application of open learning courseware, methods and technologies for workplace-centred training. This paper will describe the economic, technological and demographic forces present in both British Columbia and Canada which are creating an enormous demand for flexible, cost-effective and innovative approaches to employee upgrading and re-training. The paper will also describe how the Open College component is re-configuring it's overall philosophy, structure, and academic and administrative policies in order to position itself as a competitive and credible provider within this newly emerging market. Specific case studies will be presented which describe in practical and concrete terms how the Open College has utilized open learning/distance education to assist employers and their employees in the province in the challenging task of developing new skills and knowledge. Finally, the paper will describe a number of broad philosophical and policy issues arising from the demise of the traditional, mass entry-level education and training market as we move into the 1990's and the emergence of very competitive and segmented or niche markets for upgrading and re-training.

William Stinson, Arctic College
"Distance education : A pilot project conducted by Artic College for the inuvik region of the Northwest Territories"

The Inuvik Region of the Northwest Territories makes up approximately half of the Western Arctic, and contains thirteen communities. Three are road connected while the remainder are air linked. Our Territory has an extremely high rates of functional illiteracy among its adult population. A needs assessment conducted in the spring of 1988 discovered a community need for both computer and literacy skill development. In the fall of 1988, a distance education pilot project was begun out of the Aurora Campus of Arctic College. Three locations were selected to participate in the project. The Inuvialuit community of Paulatuk, the Gwichen community of Fort McPherson and the culturally diverse community of Inuvik took part in the project. The Coordinator visited each community location as an introduction to the Project. Following the initial visitation, Fascimile machines and conference calls were used for communication. Each community made use of Adult Educator(s) to assist as tutors while the Coordinator acted as course instructor responsible for presenting lessons and evaluating assignments. The Pilot Project was completed by June of 1989 and the final report supports the continuation of distance education as a positive means of educating adults while allowing them to continue living in their communities.

The Project was successful for a diverse cultural group made up of Inuvialuit, Dene and non native people. The scattered communities were linked via Fax machines able to transmit the computer literacy materials between student and instructor. It is perhaps in the remote Arctic that the true value of distance education can be recognized.

Robert Sweet, School of Education, Lakehead University
"Canadian proprietary correspondence schools : Some issues of access and technology"

Proprietary correspondence schools have operated in Canada since 1890 and today enroll thousands of students in a wide range of vocational, technical and business courses. Recent Statistics Canada figures indicate over 36,000 students per year are served through home-study courses. Despite a consistent postsecondary presence, the history of correspondence schools remains largely undocumented and their current contribution to Canadian education and training is little recognised in the academic literature.

This paper considers the current and potential contribution of correspondence education to the improvement of post-secondary access. For the purposes of this analysis, accessibility is expanded to include not just access of entry but access of completion and transition. Educational opportunity then is seen to encompass : the availability of a range of programs suitable to the non-traditional, adulte learner; the provision of student support services necessary for course completion and achievement; and relevance to the workplace of the skills and knowledge acquired. A profile of the correspondence schools based on recently gathered survey data is constructed across all three dimensions of the access concept. In assessing the correspondence schools in these terms, reference is made to : 1) general inclination of governments toward privatization; 2) the nature of training needs in the Canadian workforce and resultant changes in access policies and practices in the Canadian post-secondary system; and 3) the communications technologies available to correspondence schools and their potential to alter the effectiveness and relevance of the private sector distance education.

Alan Tait, Open Learning

"Individualisation and individualism : Contradictory currents in distance education"

This paper seeks to demonstrate that the establishment of the importance of individualisation of distance education through tutorial and counselling services has become confused with individualism. The earlier model of the autonomous adult student being taught by the perfect course package has given way, but the concept of invidualism, often masked as independence, has continued to dominate implicitly and explicitly. The model of the independent learner often appears to deny the reality of the social making and remaking of knowledge that constitutes learning, and is failing to provide the fullest range of learning opportunity and associated student progress. The concept is ideological in nature, and underlies in part the enthusiasm of governments in the UK and elsewhere for distance education and open learning.

When a course is individualised for a student, she or he is at one and the same time a member of a number of different groups, through gender, class, race, occupation, family role etc. Distance educators have not yet adequately acknowledged the social dimension of education in their field, due to the twin factors of distance preventing students from meeting on a regular basis and the progressive demand that courses be mediated for individuals. The importance of learning in the context of family, workplace and community needs to be understood at both theoretical and methodological levels, and acted upon in course planning and delivery.

Judith Tobin, TVOntario
"Visions for a new decade - preparing and implementing them in educational broadcasting"

Research for planning in educational broadcasting is the theme of the session which would explore how "visions for a new decade" are developed, assessed and implemented at TVOntario.

In terms of the conference themes, the boundaries that this work attempts to expand are social and cultural, pedagogical, and technological. The department of Planning and Development Research at TVOntario, the educational broadcaster for the province of Ontario, is specifically mandated to explore the various environments in which the organization operates and to recommend appropriate responses or programming initiatives. Education, technology, social relations, government directions, demograhics, economics conditions and broadcasting are all subjects of continual study, although the emphases change annually.

The session would begin with an examination of the assumptions on which our work is based - assumptions about learning, about the potential for educational broadcasting, about the role and responsibilities of TVOntario, and about how futures research can be conducted and applied. As the department operates through conducting continuously changing projects, attention would then be focussed on specific activities, why and how they were conducted and implemented within TVOntario. These would include the development of a long-term plan for literacy education, an extensive study of the societal trends and resultant learning needs in Franco-ontarian communitites, a project on labour market transition that explored learning needs, target groups, and potential TVOntario responses. Copies of reports in French and/or English would be available.

Raymond Vaillancourt, Université de Sherbrooke
"La formation à distance : une expérience réussie et prometteuse"

Depuis deux ans, la Faculté de théologie de l'Université de Sherbrooke a mis sur pieds un « Service de formation à distance en théologie » - **SERFADET.**

Ce service met de l'avant: une réponse nouvelle à des be-soins nouveaux, une formule originale soigneusement élaborée et mise au point qui suscite une très grande satisfaction ainsi qu'un instrument souple qui permet au milieu de se prendre en charge et de relever les défis que posent les nouveaux besoins de formation.

Ce service s'adresse à des adultes qui, pour diverses rai-sons, n'ayant pas facilement accès à une institution d'enseignement supérieur, ou souhaitant une formation plus connectée à leur groupe d'appartenance et d'intérêt, *se regroupent* dans leur milieu. Il *intègre l'environnement humain* à la démarche de formation en mettant des instruments techniques et du matériel pédagogique au service du groupe d'apprentissage et en assurant un encadrement continu. Il permet au groupe de se bâtir, sur mesure et selon leurs besoins, un plan et un rythme de travail.

Ce service se caractérise par :

1) Le GROUPE, constitué de dix à quinze personnes, réunies par leurs besoins et intérêts, qui restent dans leur milieu et veulent s'engager dans un processus de formation.

2) L'ENCADREMENT: assuré par un(e) responsable de l'animation, compétent(e), crédible, motivé(e), reconnue par le groupe, qui est familiarisé(e) avec le contenu de l'enseignement et voit à la bonne utilisation des instruments et à la poursuite des objectifs – et par une communication régulière avec la Faculté qui assite les groupes aux plans des connaissances, de la pédagogie et de l'administration.

3) DES INSTRUMENTS ET DU MATÉRIEL PÉDAGOGIQUE :

   - DES VIDEOCASSETTES enregistrées par des professeur(e)s de la Faculté, offrant des cours complets comportant chacun treize heures de visonnement, découpées en leçon d'une durée d'une heure.
   - DES CAHIERS D'ACCOMPAGNEMENT composés du syllabus du cours, de notes de cours, de documents de lecture, d'exercices, de pistes de réflexion et d'échange par le groupe, de voies d'application concrètes et de rubriques pour l'animation.

UN SERVICE QUI SE MET AU SERVICE des personnes sur le terrain, axamine avec elles les besoins de formation et construit avec elles des projets concrets et adaptés.

Laila Valin, Direction de la formation à distance (M.E.Q.)
"L'ordinateur comme outil d'évaluation : les effets du darwinisme"

Il était une fois Octo-Puce, un cours offert par la Direction de la formation à distance. Avec Octo-Puce, on utilisait l'ordinateur pour corriger les devoirs réalisés par nos étudiants, on se limitait alors à commenter leurs réponses. Quelques années plus tard, l'évaluation formative informatisée s'est développée dans une stratégie de recherche-action, c'est à dire expérimentée directement auprès des étudiants. Les devoirs deviennent ainsi des instruments de diagnostic des forces et des faiblesses de l'étudiant : les commentaires qui lui sont envoyés dressent le bilan de son apprentissage et lui offrent une aide complémentaire personnalisée. La matrice de diagnostic est l'outil par excellence utilisée en évaluation formative. La conception et l'utilisation de cette matrice seront décrites lors de l'atelier.

Jean Watters, Université de Sherbrooke
"Les fondements de la formation à distance : une remise en question?"

Depuis 1983, l'auteur (Watters: 1983, 1987) mène plusieurs recherches sur les modes d'apprentissage préférés des apprenants. Les résultats obtenus auprès de clientèles francophone et anglophone lui démontrent qu'entre 6.2% et 12.6% des apprenants aiment apprendre seul, qu'entre 15.8 à 16.84% apprécient apprendre en situation de classe et de groupe et que la majorité, soit de 70.5% à 77.4% préfèrent une combinaison des deux modes d'apprentissage, c'est-à-dire avoir la possibilité de combiner l'apprentissage individuel et de groupe.

Considérant que la plupart des cours de formation à distance sont préparés en fonction des gens qui préfèrent apprendre seul, l'auteur se demande si ne reside pas là la principale raison du haut taux d'abandon que l'on retrouve dans ce mode d'apprentissage. En outre, il fait remarquer que la plupart des auteurs attribuent le haut taux d'abandon en formation à distance au sentiment d'isolement de l'apprenant et à l'absence de **feedback** immédiat. Il constate également que le taux de persévérance chez les apprenants s'accroit considérablement lorsqu'on planifie, dans le cadre d'un cours de formation à distance, des rencontres régulières de groupe éliminant par le fait même le sentiment d'isolement et facilitant ainsi un **feedback** immédiat entre les apprenants.

Afin de favoriser la persévérance chez les apprenants en formation à distance, l'auteur fait remarquer que certains chercheurs suggèrent une approche qui permettrait aux apprenants de devenir plus autonomes en fait, de devenir des autodidactes. L'auteur remet en question cette approche qui va à l'encontre du mode d'apprentissage préféré des apprenants et en préconise plutôt une qui leur est conforme: un mode de formation à distance qui intègre à la fois l'apprentissage individuel et de groupe. Mais peut-on encore appeler cela de la formation à distance? Ne se retrouve-t-on pas face à une forme hybride de formation à distance qui en retient la majorité de ses principaux avantages tout en éliminant la plupart de ses inconvénients?

Cet essai est très controversé. Il soulèvera sans doute de nombreuses discussions lors de sa présentation. Il est le fruit d'une longue réflexion et de plusieurs recherches et constitue le point de départ d'un livre qui sera publié l'automne prochain.

THE FOUNDATIONS OF DISTANCE EDUCATION: A QUESTIONING?

Sinced 1983, the author (Watters : 1983, 1987) has done a lot of research on the learners' favorite learning mode. The results obtained among francophone and anglophone clienteles show that between 6.2% and 12.6% of the learners like to learn by themselves, that between 15.8.% and 16.84% like to learn in a class and group environment and that the majority, between 70.5% and 77.4% prefer a combination of the two learning modes. In other words, they want to be able to combine individual and group learning.

Considering that most of the distance education courses are prepared for people who prefer learning by themselves, the author wonders if this would not be the main reason why there is such a high drop-out rate in this learning mode. Moreover, he points out that most authors impute the high drop-out rate in distance education to a feeling of isolation and absence of immediate feedback. He realizes also that learner's perseverance rate increases considerably when, within a distance education course, regular group meetings are planned, thus eliminating the feeling of isolation and facilitating an immediate feedback among learners.

In order to promote perseverance within distance education learners, the author points out that some researchers suggest an approach that would permit learners to be more self-sufficient and to become self-taught. The author questions such an approach which goes against the favorite learning mode of learners and recommends an approach which is in accordance with them : a distance eduction learning mode that intergrates both individual and group learning. But, are we still talking here of distance education? Are we not dealing with a hybrid type of distance education that keeps most of its main advantages discarding most of its disadvantages?

The essai is much debated and will undoubtedly bring up numerous discussions when it is presented. It is the fruit of a long reflection and a lot of research and makes up the starting point of a book to be published next fall.

Bruce White, Henriette Dauphinais, Contact Nord/Contact North
"Connections : An outline of developmental approaches for providing instructional services to two minority groups/Les liens : un aperçu des approches développées afin de pourvoir aux besoins de deux groupes minoritaires en conception pédagogique"

CONNECTIONS : AN OUTLINE OF DEVELOPMENTAL APPROACHES FOR PROVIDING INSTRUCTIONAL SERVICES TO TWO MINORITY GROUPS

In the mandate of Contact North/Contact Nord, the Ontario government identified the Franco-Ontarians and the Natives as two minority groups which should have special service. This paper will outline the issues which arise from this objective. These issues although located within the boundary of pedagogy are linguistic and cultural. They raise questions about the role of the Instructional Designer and the Liaison Officers in their interaction with those institutions mandated to develop courses. The strategies developed to respond to the challenges inherent in adapting to a new delivery system and at the same time meeting the demands of a culturally-specific learning styles will be discussed.

LES LIENS : UN APERÇU DES APPROCHES DÉVELOPPÉES AFIN DE POURVOIR AUX BESOINS DE DEUX GROUPES MINORITAIRES EN CONCEPTION PÉDAGOGIQUE

Le gouvernement de l'Ontario, en formulant les objectifs de Contact Nord/Contact North, a identifié les Franco-Ontariens et les autochtones comme deux groupes minoritaires nécessitent des services spéciaux. Cette communication va présenter les questions que soulèvent cet objectif. Ces questions, qui relèvent du domaine de la pédagogie sont aussi d'ordre culturel et linguistique. Elles soulèvent plusieurs points nouveaux au sujet du rôle de l'agent de conception de programme et des agents de liaison par rapport à leurs interactions avec les établissements dont le mandat est de développer des cours. La communication abordera des stratégies qui ont été développées afin de relever le défi inhérent à l'adaptation à un nouveau réseau technologique de diffusion de cours tout en répondant aux styles d'apprentissage particuliers à un groupe culture.

Angelina T. Wong, Danielle Fortosky, University of Saskatchewan
"Exploiting the characteristics of television in distance education"

Television has a valuable role to play in distance education, as exemplified in its use by the British Open University and other institutions in the past two decades. In spite of its distinctive delivery and presentational characteristics, television has not been used extensively as part of a multi-media teaching package, even among teaching institutions dedicated to distance education. A major constraining factor is the high cost involved.

Television, as a technology, has evolved into many forms. In addition to microwave or cable it is now possible to distribute the signal via satellite or fibre optics. Videocassettes, videodiscs and microcomputer-based multimedia systems all enhance the learner control characteristics of the medium. Each of these forms influences the teaching/learning process in different ways.

The purpose of this paper is to review the characteristics of television in relation to the teaching/learning process. Among the issues addressed are: Do students learn differently from television than media like print or face-to-face teaching? In what ways can television improve the quality of students' learning at a distance?

To illustrate the second issue, a number of television projects at the University of Saskatchewan will be described and demonstrated via video clips, with particular focus on "narrowcast" television. This approach has emphasized particular needs of the learners rather than the need to fill a channel. Examples of programs will highlight both credit and non-credit initiatives, as well as interactive features of the system. The presentation will conclude with feedback from the student participants.

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"Financing and managing collaborative development projects for employer-based training"

The Open College of the Open Learning Agency has experienced a shift in its mandate from the development and delivery of open learning materials for individuals, to an employer-based educational system designed to educate people in their workplace.

Providing open learning materials for industry and business involves the collaboration of at least two partners: the instructional developer and the client. As projects increase in size and complexity, it is not uncommon for the number of partners to increase.

As well, employer-based education can be costly and involve a wide range of mediation techniques.

To effectively finance such projects, a number of creative funding strategies can be employed. Once the funding is in place and the partners identified, the project manager is faced with coordinating large project teams, each partner with perhaps different priorities.

This presentation outlines some specific examples of how the Open College has coordinated such large projects. The variables of project scope, available resources, and scheduling are presented and specific strategies for the funding and management of such projects are discussed.

The benefits of co-development, using a team approach, are highlighted. The Open College development model is explained using specific examples.